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ABSTRACT

This collection contains Child Development Associate (CDA) training materials from the Fall River, Massachusetts, training program, including a booklet for trainers, a chapter on curriculum planning, and three modules covering the areas of preschool environment, daily schedule and transitions, and observations of children. Each module contains a training section for the CDA candidate and an evaluation section for assessment of the candidate by the trainer or by the candidate himself. The training section follows a workbook format, and the assessment section provides specific guidelines for evaluating observations made in the preschool classroom. The first module focuses on the physical environment, emphasizing developing a maintainable arrangement for furniture, equipment, and materials. Room space is divided into functional areas that the children can recognize, and organized so that the children can take on some responsibility for care and maintenance of equipment. The second module is concerned with daily scheduling techniques, focusing on the arrangement of planned sequences of active and quiet, indoor and outdoor activities within a setting that is flexible enough to adjust to special circumstances and needs. The third module deals with developing techniques for observing children as they grow and progress in the areas of group behavior and verbal ability. The chapter on curriculum planning deals briefly with establishing goals, selecting themes, planning activities, and writing lesson plans. A booklet for trainers reviews briefly the CDA program and describes in detail seven trainer competencies that facilitate the teaching of CDA trainees. (SB)

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MANAGEMENT

Part I: Curriculum Planning

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REVISED
1976

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PS008678

MANAGEMENT

Part I: Curriculum Planning

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I. GOALS

The first step in planning a program is to decide on your goals. What do you want the children to experience? In what ways do you want them to grow and develop? What do *you* value for yourself and for children?

There should be a reason for everything that goes on in the classroom. You should have a reason for what you say and do. You should have a reason for the materials in the room. You should have a reason for specific things you expect the children to do. These reasons should fit your goals.

Because we are creatures of habit and we do what we have always done, we sometimes do not have clear reasons for every action. If this is true for you, stop and think. Talk with your trainer about your reasons for your actions and your goals for the children.

Goals should help children to develop intellectually, physically, socially, and emotionally. Compare your ideas about how children develop with these goals:

Examples of goals for young children:

to be curious
to express creativity
to develop impulse control
to feel competent
to work independently
to develop positive self identity
to live effectively with other children
to solve problems
to develop language skills

Each goal can be defined with specific child behaviors. For example, the goal for children to be curious means:

the child feels free to ask questions;
the child wonders why something happens;
the child pushes, pokes, smells listens to find answers.

The goal for children to work independently means:

the child can make choices;
the child knows what he likes to do;
the child takes the initiative in his activities.

We keep the goals and what they mean in our mind as we plan a program.

In this space, write your goals for the children:

II. OBSERVING THE CHILDREN

After listing your goals, you should observe the children in the areas related to your goals. You need to know where your children are developmentally. Hopefully you will be able to define the strengths and weaknesses of each child. This is not a general impression but detailed and accurate information based on what you have observed each child do.

Describe the method you use for observing and recording the developmental growth of each child:

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III. CURRICULUM

Curriculum means everything that happens in the classroom every day of the year. Curiculum is what you do, what the children do, and the materials you choose for the activities. It is based on your goals.

The curriculum describes how the goals are made real each day. The activities and experiences you plan should help the children develop and achieve the goals. Keep the goals in mind as you read each section - selecting themes, guides for planning activities, planning for group activities, and planning for independent activities.

A. Selecting themes

One approach to curriculum planning is to select a theme and to develop materials, field trips, activities and experiences related to the the theme. You use the theme to achieve your general goals and specific objectives. Each theme may last one or more weeks but the goals last all year.

The goals should tie together the themes so there is continuity and some relationship of what happens from week to week. For example,

Goal: developing cognitive skills

Specific objectives:* Matching colors/or/recognizing black, brown and white/or/labeling three colors.

Colors can be presented through a series of themes:

Farm Animals: colors of horses, cows, pigs, chickens;

Vegetables and Fruits: colors of bananas, apples, carrots, lettuce, potatoes;

Trucks: colors of vans, dump trucks, delivery trucks;

Circus: colors of balloons, costumes, circus animals.

Thinking about colors in different themes makes the concept more interesting for the children and is more effective for learning than devoting one week to "colors" and trying to teach everyone all colors in a short period of time. Colors are talked about all year. As children master specific color concepts, new colors are introduced-red and yellow in the fall and eventually pastels in the spring.

If a theme lasts several weeks, a number of different objectives can be tied in with the same theme.

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*See page 5 for explanation of objectives.

To start thinking of themes, ask yourself:

What are children of this age interested in?[1]

What are the interests of the children in my group? Which materials absorb their interest?

What do I myself like to do which also would interest children?

What can be explored in the environment near my center? What field trips are possible?

[1] See Contemporary Preschool Education, Moore & Kilmer; p. 27-34
The Years Before School, Todd & Heffernan. p. 35-44
Preschool Learning & Teaching, Landreth

For example, Mr. Smith's Fruit and Vegetable Market is near this center. Since I enjoy eating, and children enjoy eating, and the market is close enough for us to walk to, I think of as many ideas as possible. Beginning with a trip to the market:

Walk to Mr. Smith's Fruit and Vegetable Market
talk about fruits and vegetables: colors, names, sizes;
buy things for cooking: talk about money and the exchange of money for fruits and vegetables;
take pictures (Polaroid) to use in the classroom to recall the trip; to make a storybook;

In the Classroom:

build a Market with large blocks for sociodramatic play, using real money and fruits and vegetables; roles of clerks and customers;
cooking: fruit salad, lettuce salad, vegetables, using potato peeler, tearing, pealing; talking about the taste, smell, feel of food; favorites; the change in cooking; the parts of the fruit - skin seeds;
blindfold: identify fruit by taste: banana, orange, lemon, apple grapes;
touch bag: identify fruit by touch: bananas, apple, grapes;
keep seeds after cooking: plant seeds.
(and so forth...)

Choose a theme from your ideas on pages 5 & 6. In the space below, write as many ideas as you can for activities which would relate to that theme.

Theme____

Possible activities

B. Guides for planning of curriculum & activities*

After stating my goals and thinking of as many ideas as possible for a theme, I am ready to plan for a series of activities. From the many ideas, I choose only the activities which best fit with the goals and objectives, and the developmental levels of the children. I plan specific objectives and activities, keeping in mind:

1. There are three levels of representation:
   a. Real things and experiences: a real apple: eating it, tasting it, smelling it, with juice dripping down the chin.
   b. Picture of a real thing: a picture of an apple.
   c. Word or symbol for the real thing: the word "apple."

Children must have many experiences with real things before pictures or words will have any meaning to them.

2. Young children learn by touching, tasting, feeling, smelling, listening to real things and events.

3. Young children learn by acting on things, handling things and doing things for themselves.

4. Young children learn by repeating activities for a sense of mastery.

5. Young children learn by exploring and being curious about new, novel materials and experiences.

6. Young children develop confidence by making choices, taking initiative for their activities, and experiencing the consequences of their activity.

7. Young children learn all the time.

To review other aspects of how children learn, refer to:

Catherine Landreth, Preschool Learning & Teaching, Harper & Row

Lois Murphy & E. Leeper, Conditions for Learning, HEW

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*Refer to Module 2: Daily Schedule for ways to balance all the activities which take place during each day.

C. Planning for group and for independent activities:

When we plan for group and for independent activities, we think about:

- the role of the teacher: what we will say and do;
- the role of the child: what we expect children to say and do;
- the materials and environment:

Teachers fulfill their role in two ways:

- by planning and preparing the environment before children arrive,
- by interacting with children in the classroom.

Planning for a group activity and for independent activities are described on the following pages.

Patterns of teacher behavior in interaction with children are discussed in Part II.

1. Writing a lesson plan for a group activity:

The planning forms on pages 10-14 will help you to take into consideration all the elements which go into planning for one activity or for one part of the day. Pages 10 & 11 should be filled out before you carry out the activity. Page 12 (evaluation) should be filled out as soon afterward as possible.

Turn to page 15 for an explanation of each section.

GROUP ACTIVITY PLANNING FORM

Name ______________________________ Age of Children ____________

Date ______________________________ Number of Children ____________

Theme for day, week, month ______________________________

Major Goal(s) emphasized ______________________________

Transition from ______________________________ into this activity:

Objectives:

Activity:
    Materials, equipment, space:

    Procedure:

    Limits:

Transition to ______________________________ out of this activity:

Buffer (alternate) activity:

Other considerations in planning

Staff: Who does what? How will you share planning with others on staff? What input will others have?

Home/Center: Can you use parents to assist? Are there children who can use individual help? How and when will you cantact parents for project? Are there parents with special talents or knowledge who could contribute (Portuguese language, cooking, sewing, etc.)?

Time allowed: How have you planned for children who finish at different times? What extra have you planned (book, record, song, game, etc.) if activity does not take up all of the time allowed.

Time of day: Will children have had a quiet or active period before this? Have you considered differences in children's alertness if it is morning or afternoon?

Individual strength: How will you plan for each child's needs, strengths, or special interests? How will you have children do as much as they can for themselves? What plans should be made for handicapped children?

✓

Evaluation of an Activity

Answer the questions after the activity, and include other ways you could have done each part:

1. Transitions:

   Quiet and smooth? Children knew exactly what to expect?

   Problems & possible changes:

2. Objectives:

   Describe the response of the children, to see if the objectives matched the children's level of manageable difficulty (not too hard or too easy):

   Describe how you provided for individual differences in ability:

3. Activity:

   Introduce activity so children were interested?

   Standards set for behavior?

Pacing of activity:
    spend enough time introducing the activity?

activity move fast enough to maintain interest?

end the activity while interest was still at a high level?

end the activity if there was little response?

Did you consider in planning:
time of day?

unusual circumstances, such as change in weather? visitors? Holidays?

4. Materials, equipment, space:
Did you try the materials before the activity?

Were the materials appropriate for the objectives?

for the abilities of the children?

Might there be a better choice of materials?

Children understood what to do with materials?

Variety of materials to allow for differences in children's abilities?

Did the arrangement of the room and the materials work well for the activity?

Would a different arrangement work better?

5. Buffer:
Was the buffer activity used? Why?

What was the children's response?

6. Did you enjoy the activity?

Did the children enjoy the activity?

The TRANSITION into an activity should be planned. For example, if the children are to join the group from independent activities, you can imagine that some children will have to visit awhile until everyone is together. What will the children do while they wait? If you can sing an action song or do finger plays, you can prevent problems from developing with wiggley arms and fidgeting legs. If the waiting becomes too long, you may have to change your schedule and not plan group meetings after independent play.

The transitions should help excited children to calm down and to be ready to listen. For example, if you have been outdoors and children come running in, you can use a very quiet voice and slowly pantomime where you want the children to go or to sit.

If you do not plan the transition, you may find individual children lost before you begin the activity or find yourself with children anxious because they are uncertain what is happening.

The transition after the activity should also be well planned. Children should know exactly where they are going and what they should expect to do.

[Review Module 2, Daily Schedule and related readings for help in carrying out transitions.]

The OBJECTIVES are specific skills or attitudes that you want children to learn from an activity. While goals are usually general statements, objectives for an activity must be specific. For example,

"to develop ability to use language as a means of communication" is a goal.
A specific objective would be: to describe how walnuts, peanuts, almonds, and pecans feel and taste, how to crack the nuts, and which are the favorites.
"to develop cognitive skills" is a goal.
A specific objective would be:to sort different kinds of nuts: walnuts, peanuts, almonds, and pecans.
Objectives should be stated so that you can tell whether the children achieved.
For example: to sort nuts according to size or kind.
You can see which children were able to sort and which ones could not.

This will also help you to plan an activity that allows children to spend time sorting, if that is what you consider important at this time. However, it is not possible to tell whether a child has achieved an objective to learn or to know or to understand.

MODULE ONE: Preschool Environment

developed by Ann Chang, Program Coordinator

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EXPERIMENTAL EDITION

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How to Use Module One

Module One is concerned with the preschool environment, competencies:

A.1. to organise space into functional areas recognisable by the children, e.g., block building, library, dramatic play;

A.2. to maintain a planned arrangement for furniture, equipment and materials, for large and small motor skills learning, and for play materials that is understandable to the children;

A.3. to organise the classroom so that it is possible for the children to be responsible for care of belongings and materials.

Module One has two parts. The blue pages are for assessment of the candidate by the trainer or for self-assessment. The yellow pages are for training the candidate.

The trainer will use the blue pages to assess how well the room is functioning. If the assessment shows weaknesses, the yellow pages of training activities will be used to help the candidate develop competence.

How to Use the Blue Assessment Pages

The trainer should be experienced in writing observations and in observing preschool environments. It is suggested that the trainer read through the yellow pages as well.

If the candidate has had experience and responsibility for the room environment, the trainer will use the assessment to determine competency. The candidate may want to observe as a self-assessment. If there are areas of weakness, the yellow training pages can be used to help the candidate develop competence.

If the candidate has not had the responsibility for the room environment the assessment should not be given until after he is trained. The candidate will be trained using the yellow pages.

How well does the room function?

The trainer should observe each activity area on two different days. It should take about a half hour to observe all of the areas. The trainer should observe on a day when there is enough staff to respond to the needs of the children. She should not try to supervise children and observe at the same time.

The trainer should observe how the children use each activity area. Use one observation form (sample on page 4) for each area. For each activity area write down:

How many children are using the area?

How do they find materials?

(clearly see materials and take what they need? dig around in a box? ask teacher?)

How do they use the materials?

(exploring? random manipulation? purposeful construction - describe what they make)

What do they do if they cannot find materials?

(sigh and leave the area? take another child's materials? ask another child? ask teacher?)

What problems do they have?

(pieces are broken or missing? cannot figure out what to do with materials? task too difficult - or too easy - for child?)

When do they ask for the teacher's help?

(when they cannot succeed? when they have problems with other children? when they cannot find pieces?)

How are the materials put away?

(child puts them away on his own? teacher suggests they clean up? teacher cleans up after school?)

4

Observation Form

area ______________________

time ______________________

number of children__________

how do they find materials:

how do they use materials:

what problems do they have:

when is the teacher called:

how is the area cleaned up:

How to Evaluate the Observations

If the classroom arrangement is successful,

- children will understand the limits for each area.
- children will be able to find materials easily on their own and to finish tasks.
- children will usually be able to find something they like to do; there will be a variety of materials.
- children will appear interested and absorbed in the tasks they have chosen.
- the teacher will be able to see what the children are doing and prevent problems.
- children will return materials where they belong.

If the classroom is not functioning well,

- children may look confused, or may wander and stare.
- children may spend only a few minutes in each area.
- children may be mis-using materials.
- children may be running and yelling.
- children may be fighting or arguing over materials.
- children may be calling for the teacher's help every few minutes.
- children may not become involved with materials.
- children may be running or walking through another's work.
- children may avoid one area; no one chooses to use it.
- the general noise level may be very loud.
- the teacher may spend most of her time with management problems; he may be drawn from area to area as a problem occurs.
- materials and furniture may be incomplete or broken.
- children may not be able to find what they need.

- there may not be enough variety of things to do.
- there may be safety hazards - materials broken or left as obstacles.
- children may not understand the limits for an area.

How to Summarize the Assessment

The trainer and candidate should write below a summary from the observations. List the areas which seem to be functioning well. Then describe the problem areas and some possible changes. This summary should be used as the basis for training.

How to Use the Yellow Training Pages

The yellow training pages include questions about room arrangement and about each activity area of the room. Each activity area begins with a brief statement of what the child can learn from the materials. "He" and "She" are used to refer to all young children.

An outline is used for the questions for most activity areas:

1. "Inviting use" focuses on how well the area is organized as part of the room.
2. "Storing materials for use" focuses on storage shelves and display for the area.
3. "Using the area" focuses on the limits for the area. Limits define what is expected of the children when they work in an area. Limits are agreed on by all the staff. Limits define how the materials are to be safely used, how many children may work together in an area, who will clean up, what behavior is expected, and the consequences for not following these expectations. Limits are explained to the children when materials are first introduced.
4. "After use" focuses on what happens to paintings, constructions, or designs that the children make.

Questions followed by a space_____ should be answered "yes" or "no" based on the room arrangement. If there are "no" answers, this is a clue that changes should be made. It is assumed that a well functioning room would get "yes" answers.

If the candidate has not had responsibility for setting up a room, the yellow training pages can be used. The candidate can learn to set up one area at a time, using the yellow pages as a guide.

If the candidate is assessed and shows specific weaknesses, specific sections of the yellow training pages can be used. For example, if the children have problems working with the blocks, the yellow training pages on blocks can be used.

The candidate and the trainer should make a plan for training. It can be written on the "Planning Form for Training" on the next page.

Planning Form for Training

Preschool Environment

The preschool environment must be planned to encourage learning and behavior which helps children develop. They will take clues from the way the room is organized and learn what the teacher thinks is important. If materials are stored anywhere they can be stuffed, children may learn that caring for materials is not useful. If the tables are sticky from paste and yesterday's peach syrup, children may learn that cleaning up after working is not necessary.

The teacher can make his goals succeed. He must know what he wants children to be doing. He must evaluate how well he is organizing and managing the room to help his goals succeed. For children to be independent, materials must be complete and clearly displayed at the child's level. For children to be responsible, time must be given to encourage them to put away materials, and sponges and brooms they can handle must be given to help them clean up their spills. For children to be curious and to explore, the environment must be stimulating - materials and experiences must be changed. For children to develop self confidence, materials must be complete and available so they can finish tasks. For children to make choices, there must be a variety of experiences to choose from.

In the space below, write exactly what you would like the children to be doing, your goals:

What I want the children to be doing, my goals:

Room Arrangement

The preschool environment should be organized so the young child will feel comfortable and secure. He will learn to be independent if he can get materials by himself. He can finish tasks if the materials have all the parts and are working. He can learn to sort similar things if there is a place or container for them. He will develop figure-ground discrimination and focus his attention if materials are clearly placed on shelves.

1. Draw a floor plan on the next page and show:
    a. Where are the paths for walking to and from activity areas?
    b. Show each clearly defined activity area.
    c. Where are the quiet work areas and areas for privacy?
    d. Where are the large motor and noisy activity areas?
2. If the room is large, describe how the space is broken to prevent running and noise, and to create intimate corners so children can get involved with materials:

3. If the room is small, describe how space is used to create some openness and how storage is well planned to prevent clutter:

Floor Plan

4. How is each area protected from running children?

5. If the teacher cannot see the corners of the room, how does he supervise them?

6. Describe when the room is re-arranged and why:

7. Describe the different kinds of things there are to do - a variety of active, quiet, group, and individual activities:

8. There should be at least 2-3 play spaces for each child so there is enough variety to make choices. Figure out the number of play spaces for each child below. Read the example first.

a. Example:

activity areas:	number of children that can comfortably work together in area:
blocks	4
art	6
manipulative	4
sensory materials	3
sand	3
water	2
dramatic role play	5
book corner	4
woodworking	2
	+ 33 total play spaces in the room

Divide the total number of play spaces by the number of children (11) in the room:

$$11\overline{)33}^{\,3}$$

There are 3 play spaces for each child in this room example.

b. Figure out how many play spaces for each child in your room:

activity areas	number of children

+ ___ total play spaces in the room

$\overline{)\quad}$

How many play spaces are there for each child?

Atmosphere

All the parts of a preschool room, seen and experienced together, create an atmosphere. Try to "step back" and look at the whole room. Is it simple and attractive? Does it focus your attention? Does it change from time to time? Describe below how each part of the room has simplicity, has focus, and when there is change.

1. Color of the walls, curtains, rugs, furniture:
   - a. What are the one or two complementary colors for simplicity?
   - b. What color holds your attention?
   - c. When are the colors changed?

2. Arrangement of furniture and materials:
   - a. Are the materials and furniture arranged in a clear simple way? ____
   - b. Which materials and furniture focus your attention?
   - c. When are the materials and furniture changed?

3. Wall decorations and displays of children's art:
   - a. Are the displays simple and neat, with complementary mats as a background? ____
   - b. Which displays focus your attention?
   - c. When are displays changed?

4. Materials for softness and texture (pillows, flowers, plants, sofa):
   a. Describe the simple materials for softness and texture:

   b. Which of these focus your attention:

   c. When are these materials changed?

5. Beautiful things
   a. Describe the simple beautiful things:

   b. Which beautiful things focus your attention?

   c. When are the beautiful things changed?

Storage

1. Describe how materials are stored:
   a. near each activity and easy for children to get by themselves:

   b. easy to see in containers or separated by spaces on shelves:

2. Describe how materials not in current use are stored:

3. List the teacher supplies stored out of the children's reach or sight:

4. Describe the symbol used for each child's cubby for his coat and treasure box for his personal treasures (for three year olds, a large 3" picture; for four year olds, a color and shape; for five year olds, each name printed at least 2" high, colorful and neat):

5. Describe the system for storing cots and blankets so that it is easy for the teacher to find a child's set:

Maintaining the Room

1. Describe how each area of the room is cleaned up each day (this may be part of the limits you describe for each area on pages 21-32):

2. Describe what the children are expected to do to help clean tables and floors and put materials away:

3. Describe what the teacher is expected to clean at the end of the day:

4. Describe what the custodian is expected to do:

5. Describe what is done to prevent flies, roaches, ants, dirt, and smells- especially if there are animals or cooking in the room:

6. Describe how the staff keeps track of broken materials and what is done with them:

Outdoors
or
Large Muscle Activity Room

The young child expresses her great energy in large motor activity. Outdoor experiences develop specific skills, balance, and coordination through running, jumping, crawling, climbing, throwing, kicking. Large motor acitivity contributes to a sense of body imagery and to self confidence. She can best develop these skills when given a variety of large motor experiences.

1. Inviting Use:

   a. Is there enough space between equipment and activities so children will not run or slide into each other? ________

   b. Can the teacher see all parts of the area so she can prevent accidents? ________

   c. If there is an outdoor play yard, is the yard fenced in to protect the children from the street? ________

   d. List the different kinds of things to do, the different activities available:

   e. List the equipment which has one use (tricycles, swings, rocking board, jungle gym):

   f. List the equipment which could be used in many different ways (boards and boxes, sand and water, small and large blocks):

2. Storing materials for use:

   a. Describe the system for storing the outdoor equipment to protect it from the weather:

3. Using the outdoor equipment or large muscle room:

   a. Describe the limits:

Block Corner

The young child explores space and solves perceptual problems while working with blocks. Building with blocks develops eye-hand coordination, fine muscle control, balancing concepts, and form matching. The constructions reflect the child's understanding of the form and function of buildings she has known. When the construction is completed, she feels a sense of mastery. She can best solve perceptual and space problems when the materials are well organized and there is adequate room for building.

1. Inviting use:

   a. Are there paths and barriers around the area so buildings will not be accidentally knocked down?

   b. Is the floor flat and hard so blocks will stand up?

   c. Is there enough space so each child can crawl around her building while working?

2. Storing materials for use:

   a. Are the blocks stored lengthwise to show their size?

   b. Are the heaviest and longest blocks on the bottom shelves?

   c. Are there construction paper shapes on each shelf so blocks are stored by shape?

   d. List the various materials (animals, people, small cars and furniture) for extending children's play and the date introduced:

   e. Are there separate containers for each of these materials with a key picture on the side?

3. Using the block corner:

   a. Describe the limits:

   b. Who cleans up each day- the children who build? the teacher? other children?

   c. Describe what happens to left over blocks on the floor which were not part of a building:

4. After use:

   a. Describe the system to allow constructions to stay up for several days:

Manipulative Materials

such as beads, cubes, puzzles, parquetry blocks, lego, and cylinder blocks

The young child develops specific fine muscle and visual discrimination skills from work with manipulative materials. Eye-hand and fine muscle coordination are developed as well as visual discrimination of size, shape, color, space and figure-ground relationships. He can best develop these skills when materials are changed from time to time to give him new challenges.

1. Inviting use:
   - a. Is there table or floor space next to the storage shelves so children can easily use the materials? ______
   - b. Are containers (old cans or boxes) covered with one bright color of contact paper, with a picture of the material inside? ______
   - c. Is there space on the shelves for each material so boxes are not piled on top of each other? ______
2. Storing materials for use:
   - a. Is there a special place for storing each material so the choices can be clearly seen? ______
   - b. Is each material stored so the child can see what is in the box, with a key picture on the side or clear plastic containers? ______
   - c. Are scissors stored in a container with a slot for each pair? ______
   - d. Does each puzzle have its own letter or number marked on the back of its pieces? ______

3. Using manipulative materials:

   a. Have you yourself tried to solve every puzzle and building toy before introducing them to the children to insure success for the child? ______

   b. Describe the limits:

   c. Describe the system for changing the materials so children have new challenges:

4. After use:

   a. Describe the system for displaying a child's design or construction for several days:

Sensory Materials and Science

The young child learns by touching, tasting, smelling, hearing, and seeing. She experiences the world with all of her senses. The young child's curiosity can be stimulated by focusing attention on things around her and continually presenting new materials.

In the spaces below, describe the material and the date introduced.

Date

Touch
(such as feeling box, flannel board)

Taste
(such as sweet, salty, sour foods)

Smell
(such as flowers, spices)

Sounds
(such as musical instruments, animals, motors)

Seeing
(using a magnifying glass)

Sand. Water.

The young child develops sensory awareness when working with sand and with water. Sand and water are ever-changing and ever-new. The child explores sand and water and is surprised and delighted with what she can do. Sand allows creative and imaginary play. Water can be soothing and calming.

1. Inviting use:

   a. Are the sand table and the water table put in a quiet area away from paths? ____

   b. Is the floor easy to clean? ____

   c. Is the water table near the faucet or sink? ____

   d. Are the smocks hung near the water table? ____

   e. Is the water table used only for water play (there is a separate dish of water for cleaning lunch or art tables)? ____

2. Storing materials for use:

   a. Describe the materials to use with sand (scoops, sieves, spoons, pie plates):

   b. Describe the materials to use with water (hoses, funnels, watering cans, pails sieves, cups):

   c. Is a broom and dust pan near the sand table for spills? ____

   d. Is a mop and sponge near the water table for spills? ____

3. Using sand and water:

   a. Describe the limits for the sand table:

   b. Describe the limits for the water table:

4. After use:

   a. Describe the system for changing the water often:

Art Area

The young child expresses his thoughts and feelings through working with art materials. These expressions are very personal. The product reflects his reactions to his experiences but the making of the object, the "process", is even more important to him. He can best express himself when the materials are well organized, available, and allow freedom of choice.

1. Inviting use:

   a. Is the art area in a quiet part of the room? ____

   b. Is there good light from a window or electric light? ____

   c. Are there paths and barriers around the area so children are not bumped while working? ____

2. Storing materials for use:

   a. Describe how each art material is stored so children can see clearly what is available:

   b. List materials which children can get on their own:

   c. List materials which are out of reach and require teacher's help:

3. Using the art area:

a. Describe the limits:

b. Are the smocks hung on individual pegs at the child's level? ____

c. Is there a sink nearby or a pail of clean water? ____

d. Describe the method for cleaning up:

4. After use:

a. Describe how paintings are hung to dry: ____

b. Is there a protected shelf to display constructions? ____

c. Is there a tagboard portfolio for each child for the work he wants to save? ____

d. Is there a display area at eye level for each child - such as a mat (colored construction paper background) for each painting and the child's name neatly written in letters 2-3" high? ____

e. Describe what is done with the work the child does not choose for his portfolio:

Dramatic Role Play

The young child likes to see himself as an adult. He likes to do what adults do. Dramatic role play offers the opportunity to imitate adults he has known. He can best try out adult roles when there are many different, real materials.

1. Inviting use:

   a. Is there enough room for 5 to 6 children to share dramatic role play? ______

   b. Is there a full length mirror? ______

   c. Are there paths around this area of the room so children will not be interrupted? ______

2. Storing materials for use:

   a. Are the props for each role stored together in a box? ______

   b. Are the materials displayed in an orderly way on shelves or neatly hung on pegs? ______

3. Using dramatic role play materials:

   a. Describe the limits:

   b. Describe the variety of role possibilities, the real equipment, and the date the materials are introduced:

   plumber:

   cook:

   nurse:

doctor:

fishing person:

lobster person:

police person:

sailor:

mechanic:

gardener:

farmer:

grocer:

carpenter:

parent:

add others that are part of your program:

Book and Coziness Corner

Although the young child learns primarily through activity and direct experience with materials, he needs the cozy experience of looking at books undisturbed. With books he will recall real people and animals he has seen, recall stories he has heard, or imagine stories of his own.

1. Inviting use:

   a. Is the book area in a quiet part of the room? _____

   b. Are there rocking chairs, pillows, or foam cushions for a comfy place to sit? _____

   c. Are the books displayed with their cover showing to attract the children? _____

   d. Are new books introduced each week? _____

   e. In the space below, write the titles of two books which best fit each category:

   multi ethnic:

   urban:

   rural:

   home activities:

   school activities:

   people working:

   latest field trip topic:

   child's own book:

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MODULE TWO: Daily Schedule

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How to Use Module Two

Module Two is concerned with the daily schedule and transitions, competencies:

A. 4. to arrange the setting to allow for active movement as well as quiet engagement;

A.7. to establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities;

A. 8. to provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities.

Module Two has two parts. The blue pages are for assessment of the candidate by the trainer or for self-assessment. The yellow pages are for training the candidate.

The trainer will use the blue pages to assess how well planned the daily schedule is and how well transitions function. If the assessment shows weaknesses, the yellow pages of training activities will be used to help the candidate develop competence.

How to Use the Blue Assessment Pages

If the candidate has had responsibility for developing the daily schedule and experience in leading transitions, the trainer will use the assessment to determine competency. If a videotape recording can be made of the transitions the candidate may want to observe the videotape as a self-assessment. If there are areas of weakness, the yellow training pages can be used to help the candidate develop competence.

If the candidate has not had the responsibility for developing the daily schedule or experience in leading transitions, the assessment should not be given until after she is trained. The candidate will be trained using the yellow pages.

The assessment includes two parts: (1) a summary of the daily schedule by the candidate on page 3-6, and (2) the trainer's observation of transitions on page 8-11.

The trainer and candidate should evaluate the daily schedule and summarize the strengths and weaknesses on page 7. They should evaluate the strengths and weaknesses of the transitions on page 12. These summaries should form the basis for the training.

1. Daily Schedule

The candidate should write the daily schedule on page 4. This schedule should include: each type of activity

the time for the activity

the transitions

whether an activity allows for:

  quiet or active play, or both,

  individual or group play, or both,

the purpose for the activity: what children can learn or how they can develop.

See page 15 in the yellow pages for an example of a daily schedule.

Daily Schedule, written by the candidate

time & transitions	activity	type of activity	purpose for the activity: what children can learn

How to Evaluate the Daily Schedule

If the daily schedule is functioning well,

- children will know "what comes next" during the day.
- children will appear secure, comfortable and trusting of adults.
- children will experience a balance of quiet and active, indoor and outdoor, group and individual activities.
- children will have enough time to finish activities.
- the needs of individual children will be met: a hungry child can have a snack; a tired child can rest; an excited child can run outdoors; an insecure child can depend on an adult.
- children will be interested in the activities.
- children will dress themselves, serve themselves at meals, and help clean up.

If the daily schedule is not functioning well,

- children may not know "what comes next" during the day because each day has a different routine.
- children may be restless because of too much quiet activity.
- children may be exhausted because of too much active movement.
- children may be frustrated because there is not enough time to finish activities.
- children may be bored because the activities do not match their abilities, or they have to wait for an activity.
- children may be tense because they must sit too long.

- children, or the teacher, may feel overwhelmed by unexpected events: unexpected visitors, a sick child, rain or snow storms.
- the teacher may be exhausted from cleaning up after the children, and trying to dress, serve, and wash many children at one time.
- the needs of individual children may be delayed or ignored: no rest or food for a tired or hungry child.

Summary of Assessment of the Daily Schedule

The trainer and candidate should write below a summary assessment of the daily schedule, using the evaluation criteria on pages 5 and 6. List the parts of the schedule which seem to be functioning well. Then describe the problem areas and some possible changes. This summary should be used as a basis for training.

2. Observing Transitions

The trainer should be experienced in writing observations and in observing transitions. It is suggested that the trainer read through the yellow pages as well.

The trainer should observe on a day when there is enough staff to respond to the needs of the children. She should not try to supervise children and observe at the same time.

a. When to observe:

The trainer should observe using the observation forms on page 10:

the transition in the morning: how do the children begin the day's activities?

the transitions for two different activity times: how do the children begin and end the activities?

the transitions before and after lunch.

the transition of an individual child during an activity.

b. What to observe:

For each observation of a transition, write down:

What signal does the candidate use to show it is time for a change?

Describe the children's response to the signal:

do they ignore it?

do they change activity?

do they talk about what the signal means?

Does the candidate clearly show or tell exactly what to do and what comes next?

What do most of the children do:

do they become disorganized, excited, loud?

do they have to wait? are they bored, anxious, frustrated?

do they move purposefully, calmly - expectant of what comes next?

do they seem to know what to do or are they lost?

Describe the candidate's voice and manner:

is her voice calm and quiet?

is she self controlled?

Describe the transitions of individual children during an activity:

when a child completes a task:

does he wander?

does he know where to go?

does he need teacher direction?

c. After observing:

After observing transitions, read the evaluation of observations on page 11 and then summarize the observations on page 12.

Transition Observation Form: Activity________________________

Time__________ to______________

GROUP TRANSITION:

Signal:

Children's response to signal:

Candidate shows, tells what to do, what comes next?

What most children do:

Candidate's voice, manner:

INDIVIDUAL TRANSITION DURING AN ACTIVITY:

When a child completes a task during an activity, what does he do:

How to Evaluate the Observations of Transitions

If the transitions are successful:

the candidate will know exactly what she wants the children to be doing;

the candidate will appear calm, quiet, with self control;

the children will respond to the signal for a change;

the children will know exactly what to do;

the children will know what will happen next;

the children will appear calm, expectant, secure;

the children will help each other and move as a group;

the needs of individual children will be met;

individual children will make purposeful individual transitions during activities.

If the transitions are not functioning well:

the children may appear anxious: yelling, running, wandering;

the children may not know what to do;

the children may be waiting for something to happen and become bored or anxious, or waiting because everyone must do the same thing at the same time;

the children may not change their activity;

the children may not know how to do what is expected and appear fearful;

the children may be over stimulated;

the children may be competing with each other for adult approval.

Summary of Observations of Transitions

The trainer and candidate should write below a summary of the observations of the transitions. Describe transitions which are successful. Then describe the difficult transitions and some possible changes. This summary should be used as a basis for training.

How to Use the Yellow Training Pages

The yellow training pages include worksheets for designing a daily schedule and for planning transitions. If the candidate has not had responsibility for making a daily schedule or for transitions, the yellow training pages can be used.

If the candidate is assessed and shows weaknesses in the schedule or in transitions, the candidate and the trainer should make a plan for training. The summaries of the assessment of the schedule and of the transitions should be referred to in writing the "Planning Form for Training" on the next page.

Planning Form for Training

Daily Schedule

Daily schedule is the routine pattern of activities which is followed every day.* A child feels secure and comfortable when the daily routine is predictable. He likes to know what next will happen. He gets a great deal of pleasure from anticipating favorite activities. With the repetition each day he learns to count on things happening. He learns to trust adults when they are reliable and dependable: "She said we would eat lunch and we did." The development of trust and feelings of security are especially important to help a child deal with unexpected events.

An example of part of a daily schedule is followed by worksheets to develop a daily schedule and to implement a schedule.

1. An example of part of a daily schedule:

time & transition	activity	type of activity	purpose for the activity: what children can learn
8:30-9:00	breakfast	quiet; group	health & nutrition habits. social: sharing, talking. self confidence: making decisions about food; serving self.
transition	brush teeth		
9:00-10:15	indoor choice	quiet or active; group or individual	skill development: language, perception, motor, cognitive, social & emotional: social problem solving, sense of mastery choosing & completing tasks; self reliance: mak decisions, find materials by oneself.
transition	clean up		
10:15-10:30	juice	group; quiet	social: sharing reflections on morning work.
transition	individual transitions for outdoors		

---

*Lesson plans and Weekly schedule usually refer to specific curriculum plans fitting into the daily schedule.

2. Developing a daily schedule.

a. Know your children:

The daily schedule should suit the developmental level of your group of children. How old are your children? What are their interests? What abilities do they have for impulse control? How developed are their social skills? What seems to be their attention span for different types of activities? How dependent are they on adults? What are their needs for gross motor activity?

In the space below, describe your group of children:

b. Plan for flexibility:

The order in which activities are done is more important than the exact time at which activities are done. The time spent in an activity should be flexible, depending on the responses of the children. The daily schedule is a basic pattern of activities but unexpected changes can be expected! You should think through what you would do for each of these special circumstances, and what you will say to prepare the children for them:

illness of a child:

fire drills:

mothers who come late:

children who arrive early:

visitors:

trips:

cameras or videotape:

a new teacher (volunteer, etc.):

rainy days:

other unexpected changes:

c. Plan for routines (dressing, eating, bathroom, and clean up):

The goal for routines is to allow children to do as much for themselves as they can. Children can learn skills of independence if the adults take time to teach how to do things on their own. An adult should be available during routines to help if needed. Allow enough time for children to try more than once.

Describe what children and adults will do for each routine below:

bathroom: children should toilet themselves, wash their own hands, brush their teeth.

dressing: children should put their own coats on, shoes, and mittens.

eating: children should serve themselves, and help to set tables and clear away.

clean up: plan for clean up in your schedule. sponges, small broom and dust pan should be available. children should know where materials belong.

d. In the space below develop a daily schedule based on the developmental level of your group, on flexibility in planning, and on planned routines:

time & transition	activity	type of activity	purpose for the activity: what children can learn or how they can develop

3. Implementing the daily schedule.

   a. Children have short time memories. To help them learn the daily schedule, talk during each activity about "what did we just do" and "What happens next?"

   b. Decide for each part of the schedule exactly what you expect the children to do. Take time to show the children what to do. Review what they are to do and encourage them.

   c. As the children learn the daily schedule and it goes more smoothly, watch the responses of the children throughout the day to help evaluate how well the schedule is functioning. As the children change and grow through the year, there will probably be changes you want to make.

Transitions

Transition means a change of activity. For example, the transition from home to school for the child every morning, or, the transition from juice at a table to a story on the rug, or the transition when a child leaves the block corner to work on a puzzle.

Transitions should be planned to help children feel secure. The teacher must know exactly what she expects the children to do. These expectations should be realistic, based on the developmental abilities of the children. She should take time to show or pantomime for the children exactly what to do. It should be very clear to the children what to do.

The teacher must be calm, and feel that she is in control of what is happening. She asks for cooperation with her tone of voice, her patience, and her polite questions and comments to encourage children. If she is well prepared and planned, it will help her to feel calm.

The children should be prepared for changes. "Five more minutes and then we will clean up for juice."

As the transition is planned, the teacher should know exactly what the other teachers will be doing. If children will need help during the transition-for example, getting dressed to go outside-plan for a few children to be helped by an adult.

If the children are to come together as a group, it helps to have a signal. Once the children have learned the signal, it is most effective without words. Examples of signals are:

ring a bell: cow bell or Indian brass bell
play a tune on the piano
play a song on the record player
sing a song: "It's clean up time"
play a soft rythm on a drum

If the children are to leave a group, it is most effective for children to leave the group one or two at a time, rather than everyone getting up at once. To stagger children leaving a group:

children with a certain color of socks, eyes, shoes, shirt, mittens, coat;
children who plan to work with blocks, art, sand, etc.
games where each child has a turn to: identify a card with a shape, color, animal;
  name something in the room that is a certain color, shape, made of wood;
  pat the hands of the teacher a certain number of times;
  Simon says "Henry" may get his coat.
songs:
Puppet: when the puppet calls your name you may leave.
poems:

Some transitions are particularly difficult, such as lunch or going home. These should be especially well planned with enough time for each child to wash hands for lunch or enough time to pass out paintings going home.

Group transitions are easier to identify than individual transitions, but both are important. During an activity, such as indoor choice, a child may change activities. Whenever he changes activity, he should know exactly what is possible for him to do. Children should not work with the same material day after day just because they are unsure of what else to do. A choice chart can help a child focus his attention. One chart may have pictures of each area of the room. Next to each picture would be pegs for just the number of children to work in the area. Children can then hang their picture-tag for the area they choose to work in.

If a transition should ever disintegrate, the best thing to do is stop all activity. An agreed upon signal "to stop and listen" can help you bring all activity to a stop. Then the children can sit down, become quiet and self-controlled. Then gradually have each child return to his clean up task, reviewing exactly what each one should be doing, and where to go when they are finished.

1. For each group transition during the day, describe:

    the expectations for the children;
    how you prepare them for the change;
    how each adult will help;
    the signal for the children to come together;
    several methods for the children to leave the group.

Plan and carry out the transitions for one part of the day for a week.

2. For times when there may be individual transitions, describe:

expectations for the child;

how each adult will help individual transitions.

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MODULE FOUR: Observing Children

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How to Use Module Four

Module Four is concerned with competency in observing children:

Competency F: Carries Out Supplementary Responsibilities Related to the Children's Programs

1. to make observations on the growth and development of individual children and changes in group behavior, formally or informally, verbally or in writing, and share this information with other staff involved in the program.

Functional Area: Staff

Module Four has two parts. The blue pages are for assessment of the candidate by the trainer. The yellow pages are for training the candidate.

The trainer will use the blue pages to assess the candidate's skills in observing children. If the candidate has not had experience in observing children or needs more training, the yellow pages of training activities will be used to help the candidate develop competence.

How to Use the Blue Assessment Pages

The trainer should be experienced in writing observations of individual children and should have a theoretical background in child development. It is suggested that the trainer read through the yellow pages as well.

If the candidate has not had experience in writing observations of individual children, the assessment should not be given until after he is trained. The candidate will be trained using the yellow pages.

Requirements for Assessment

There are two requirements for assessment. Each requirement is listed on the next two pages, with the criteria to be used. When the assessment is completed, a summary should be written on page

1. Assessment requirement: five written observations of individual children each lasting about 10 to 15 minutes, using the direct observation form (page 3A) separating observed behavior from comments about the behavior. (This kind of observation is sometimes called a "time sample".)

   a. These direct observations should include:

      1) the time the observation began and ended;
      2) the age and sex of the child.
      3) a description of the setting: where the observation was made, and what the children were expected to do.
      4) behaviors written in the OBSERVABLE BEHAVIOR column should include only observable behavior and direct quotes; include non-verbal behavior as well as verbal behavior.
      5) comments written in the COMMENTS ON BEHAVIOR column should make sense in terms of the observed behaviors; they should not generalize beyond what the observed behaviors would indicate.
      6) the observation should be complete: beginning with the child starting an activity and ending when the child ends the activity.

   b. At least one observation should be made in each of the following types of situations:

      1) a child or children at play
      2) a child or children in a routine situation
      3) a group activity

Observer: ______________________ **Setting:**

Date: ______________________

Time: __________ to __________

Child: ______________________

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR

3A

2. Assessment requirement: Anecdotal records: ten anecdotes of individual children, collected over a period of time.

   These anecdotal records should include:

   a. a summary of observed behavior and comments.

   b. each record should represent a significant experience for the child:

      1) something out of the ordinary for the child: a problem or difficulty for the first time; mastery of a task for the first time; discovery or excitement about a material for the first time.

      2) everyday situations which indicate how the child reacts to: routine situations; group situations; free play; interaction with other children or adults.

   c. at least 5 of the anecdotes should be about the same child.

HOW TO EVALUATE OBSERVATIONS

Any observations whether direct or anecdotal, must be useful to other members of the staff as well as to the person who made the observations. An observation will be useful if:

each has identifying data including

- name of child
- month, day and year of obseration,
- time of day,
- name of observer;

each includes information on the setting:

- place or area of the room,
- type of activity taking place,
- group situation in which child's behavior is being noted (other children or adults present),
- teacher's part in the situation (if any);

each is a record of facts, with descriptions of behavior separated from the observer's ideas, impressions or comments about what happened;

each is legible, whether it is hand written or typed;

each avoids the use of judgemental words which label a child as bad or good;

each includes enough information to show a complete episode.

Direct Observations (Time Samples) will be Useful:

if the descriptive (OBSERVABLE BEHAVIOR) section

- gives the reader a sense of the sequence of events from moment to moment during the time period;
- includes indications of facial expressions and body movements;
- includes the child's exact words wherever possible;
- does not include words which indicate the observer's interpretation of how the child feels or thinks;

if the COMMENTS ON BEHAVIOR section includes such things as

- statements indicating what the observer feels that the child may be thinking or feeling; or
- statements in which the observer speculates that actions or words have some special meaning for the child; or
- references to past observations or knowledge of the child; or
- the observer's questions which can be be followed up in future observations; or
- ideas for follow-up activities for the child;

and if the comments

- do not include judgemental words indicating that the child is "good" or "bad";
- are directly related to information written in Observable Behavior section.

Anecdotal records are useful if

- there is a series of observations on each child;
- they include observations of the child's behavior in a variety of situations;
- the child's actions are described;
- the reactions of others (children or adults) are described;
- the child's response to these reactions are described;
- there is an indication of what was said by the child and others in the situation;
- there are "mood cues" - descriptions of posture, voice quality, gestures;
- each anecdote relates to only one incident.

Summary of Assessment of Observing Children Skills

How to Use the Yellow Training Pages

The yellow training pages include suggestions for the trainer, a discussion of reasons for observing children and of methods for doing so, examples of direct observations and of anecdotal records, and exercises to help improve development of observation skills.

If the candidate has not had experience in writing observations, the yellow pages should be used. If the candidate is assessed and shows weaknesses, the candidate and trainer together should decide which parts of the yellow pages to work on. Refer to the Summary of Assessment on page 8 . A plan for training should then be made, using the form on page 12 .

Training Methods: For the Trainer

The most effective way for a candidate to learn to observe is to compare her observations to those made by her trainer. The trainer can make more specific suggestions about an observation if she herself has seen the episode. The training plan should include time for the trainer and candidate to observe together, and to have conferences about these observations. The trainer should make a training plan using the suggestions below:

1. The trainer and the candidate can observe a child at the same time, each writing his own observed behavior and comments about behavior. In conference, they can compare what each one observed. This process can be used each week for about six weeks. It is an effective way to help the candidate learn to see more detailed behavior.
2. A videotape recording can be made of one child. When viewing the tape, written notes can be made of significant events. Then the tape can be re-played to check the accuracy of the observation. One is likely to see more details each time the tape is re-played. The candidate can evaluate her own observations by comparing the first notes to the re-plays. Videotape recording is not the best method for learning to make written notes because it is difficult to write observations and watch the tape at the same time. The camera also selects what to watch whereas an observer in a room can choose what to focus on. Videotape is best used to learn to interpret and comment on child behavior.

3. To learn to observe non-verbal behavior, view a three or four minute segment of a videotape without the sound. View the segment once without writing notes. Then re-view it and take notes on what you see. Since the purpose of this exercise is to become sensitive to non-verbal behavior, a short segment is sufficient. A long segment can become tedious.
4. The trainer and candidate should develop a file for each child for keeping observations and anecdotal records. These notes can be used to plan the daily program to match the needs of the individual child, to review the developmental progress of a child, and to prepare specific information about the progress of a child for a parent conference.
5. Some of these activities may take place in a group especially if there are several trainees in one program. Trainees can, for example, benefit from viewing tapes together and sharing their observations and from discussing problems in making observations. It is important, however, to have regular individual conferences with candidates to help them with their individual needs and reinforce their strengths.

Planning Form for Training

I Direct Observations.

(Five 10-minute observations of individual children in a variety of settings, including more than one play activity, a group activity, during routines.)

Date & time	Child to be observed	Conference w/trainer

II Anecdotal Records.

(Ten anecdotes of individual children collected over a period of time.)

Date to begin	Child to be observed	Conference w/trainer

Why Do We Observe Children?

The skill of observing the individual child is a necessity for a preschool teacher. The first part of this skill is learning to write observations, recognizing the difference between behavior we observe and our interpretation of the behavior. The second part of the observation skill is more difficult: learning to interpret the observations in terms of what the child is experiencing and feeling. This ability requires an understanding of child development and a variety of experiences with children.

1. Why observe children?

   Observations of individual children are a basic part of planning a program to meet the developmental needs of children. Observation leads us beyond our general impressions of what a child can do to specific behaviors. General impressions can be changed by seeing the specific behaviors in writing. Writing also helps us to focus our attention on the child and thus to see more accurately what he is doing.

2. How to use observations:

   A preschool teacher should be observing all the time, making mental notes, if not written notes, about what each child is doing. At the end of each day she uses these observations to plan the next day's activities. She may notice that Mary is exploring water, filling and emptying containers; tomorrow she will put out some materials of different shapes. She may notice that Sam is exploring the difference between white paint and Reddi Whip Cream; tomorrow she will plan for a group to make jello and whip cream.

   A preschool teacher may use written observations to solve a problem, to understand a child's behavior. She may want to know why Lane seems to need a lot of attention right after snack.

She may want to know why Sue seems to work only with the blocks. With careful observation she may find clues to helping the child.

3. Professional use of observations:

When we observe individual children and make written notes, we are developing professional skills and attitudes. Part of being a professional is knowing when to talk about a child. Out of respect for the child our comments and observations stay inside the teacher's office and do not go to our homes or to parties. The purpose in observing is to help us plan a developmental program: therefore observations should be discussed only with fellow teachers when planning the program.

4. The following sources will be helpful in learning more about how to observe children, the reasons for observing and how to use the information gained. Although certain chapters are suggested, each book has a great deal of important information. Other valuable sources are listed in the Bibliography.

Cohen, Dorothy H. & Stern, Virginia, Observing & Recording the Behavior of Young Children. Teachers College Press, 1971
Chapter 1 "Why Records"

Rowen, Betty, The Children We See: An Observational Approach to Child Study. Holt, Rinehart & Winston, Inc. 1973
Chapter 4 "Looking at the Child through Direct Observation"

Almy, Millie, Ways of Studying Children: A manual for teachers. Teachers College Press, 1972. Chapter 1 "Teachers & Child Study" & Chapter 2 "Observation: the Basic Way to Study Children".

Other useful references are listed in the Bibliography.

Direct Observation of a Child

1. Observed Behavior:

   A direct observation includes everything the child says and does.* The observer must direct her attention to just the child and write exactly the behavior she sees and hears in the left column, OBSERVABLE BEHAVIOR. Observed behavior may include facial expressions, the use of hands, body movements, and exact words or sounds. If several people observed the same behavior, they would agree about what they observed.

2. Comments about Observed Behavior:

   Comments are written after the observation is made. After writing observations of a complete episode, comments are written in the right column. The comments include your guess about why the child said or did something, or what it means to the child to do this, or a comment on his developmental abilities. Whenever possible, try to think of more than one explanation of observed behavior. You can comment on ideas for materials or experiences to introduce for the child. Whereas OBSERVABLE BEHAVIOR would be agreed upon by several observers watching the same behavior, the comments might be very different.

3. Observation time:

   Try to observe a complete episode of the child's work. For example, begin the observation when he puts on the smock to paint and end the observation when he leaves the paint. Begin the observation when he begins building with blocks and end when he has finished his construction. Observation of a complete episode may last ten to fifteen minutes. The times the observation begins and ends should be written at the top of the form.

* An effective means for recording direct observations is to use a form such as the one on page 3A , with the left hand side for observations and the right hand side for comments.

During the observation record the time every few minutes on the left margin as well. It is difficult to understand some behavior without the time guides. For example: "Josie sits on the cushion. She gets up and goes to the block corner", would have very different interpretations depending upon whether there was half a minute or 5 minutes between the two incidents.

4. Examples of direct observations:

Read the examples of direct observations on the next 13 pages.

Then try the exercise on page30 to see if you understand the difference between OBSERVABLE BEHAVIOR and COMMENTS ON BEHAVIOR.

Setting:

______________ to ______________

BEHAVIOR

COMMENTS ON BEHAVIOR

Example #1

Observer: ____________

Date: February 24, 1975

Time: 11:05 to 11:15

Child: 4 year old boys, S. & D.

Setting: S. & D. had sorted and divided the blocks between them. from their own collection, each piled blocks one on top of the other, each hav his own tower.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
S. and D. face each other, building their towers in the center between them, close together.	playing with each other.
S.'s tower falls, knocking D.'s tower down.	
S. says, "Let's make them far away from each other. That way they won't fall."	S. understood at a glance what was happen
D. replies, "OK." although he continues to pile his tower right next to S.'s.	D. is agreeable, easy to get along with. D. didn't understand the concepts near o far, probably becase of the language bar He is from Austria. He might know these concepts in his own language. S. accepte what happened, despite his request.
As they continue to build, they sing "la, la, la, de, da" at different tempos.	S. initiated this at a rapid tempo. D. calmly & slowly sang with him. The humming seems harmonious.
S. piles blocks very quickly and haphazardly.	as if racing.
D. works more deliberately, carefully placing each block on top of the other. D. keeps up to S.'s pace, though.	D. is aware that it is a contest.
The towers fall again.	
S. says, "I know what we can do. We can make my collection over here and your collection over there," using hisarms and hands to demonstrate what he means.	S. knows about the language barrier and handled it very well.

#1, cont.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
They make their towers far apart from each other.	
S. says, "These are my collection over here. These are all mine collection."	possessive
He continues, "Mine getting a little bigger," then looks at D.'s pile.	comparing towers
As he builds faster, he says about his tower, "It's gonna fall."	apprehensive
It falls.	
S. immediately knocks D.'s tower down.	
D. holds up a block as if to hit S., saying, "I'm not your friend."	defensive threat
S. replies, "You were knocking mine down."	S. tries to excuse himself - a tactic he often uses. D. had not attempted to knock S.'s blocks down.
The teacher says, "S. if yours falls that's no reason to knock D.'s work down. You can knock yours down if you want to but please do not knock S.'s down."	
They make their towers again.	
S. says, "Look! Mine's high! And it's not falling! Look! It's still not falling!"	
After each block is placed, more slowly now, he says slowly, "It's not falling."	
D. ignored all of this and continues to work on his own tower.	D. is not facing S. anymore; his body is turned away from S. He moved his collection away, too.
S.'s tower is completed.	
S. grabs one block left behind D. and puts it on top of his tower - and it falls down.	D. did not see this happen.

Example #2 - Non-verbal behavior

Setting: Nap

Observer: ______________________

Date: 4-15-75

Time: 1:50 **to** 1:56

Child: 4 year old girl, T.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
T. puts her feet in front of her and sits with her legs crossed. She plays with her shoe laces, right hand on right shoe, left hand on left shoe.	T. seems to be very restless. She should be lying down.
She wets her left index finger and rubs it on her left knee. She unties her right shoe. She wets her right index finger and rubs her right leg. Again she wets her right finger and rubs her leg. She touches the top of her left shoe with her right hand. She lifts her right hand to scratch under her nose. She rubs her left hand on her left leg. She puts her left pant leg down. She picks up her pant leg again. She wets her left index finger and rubs it on her left leg. She wets her index finger on her right hand, and rubs the wet finger on her right knee. She rubs her right index finger along the front of her right leg. She puts her head down to her knee and spits on her knee.	She seemed to be amazed at the cool feeling of the wet spots on her leg. She seemed to be watching them dry as well as feeling the cool sensation from the damp spot.

cont.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
She rubs it in with her right hand.	She seems to be interested in the feeling of the wet spots on her legs.
She wets her knee again and proceeds to observe the wet spot.	She tries something different: instead of just wetting her finger, she decided to spit on her knee. This seemed to be a new cooling sensation.
She rubs the wet spot in.	
She rubs her knee and leg with her right index finger.	
She coughs.	
She spits on her knee again.	She seemed to want a different feeling because she doesn't wet her leg this time.
She again spits on her knee, in the same place.	She seemed to be experimenting with wet and dry.
She scratches her nose with her right hand.	
She rubs her left leg with her left index finger.	
She scratches her knee.	
She puts her index fingers together.	
She picks up her socks.	
She puts her pant legs down, up again, down again.	
She wets her right index finger and puts it under her socks.	

Example #3

Setting: choice time, at the easel. red, yellow, and orange thick paint.

Observer: ____________________

Date: October 23, 1974

Time: 1:54 to 2:03

Child: 3 year old girl, L.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
L. picks up the brush in the red paint with her right hand.	L. takes her time and the brush seems to do what she wants it to.
She pushes it flat on the paper, making it go round and round. She uses her left hand to help. The circle is about four inches in diameter.	She definitely enjoys a sense of power as she makes the brush go where she wants it to.
L. puts the brush back in the jar and studies the orange.	
With her right hand she makes a large upside-down U shape around the red blob. As she comes down, she uses her left hand to push. She uses a slow, steady movement.	fine motor control
She dips the brush in the paint again, and carefully fills in the line.	
1:57	
She stirs the orange paint with the brush in her right hand. The left hand begins to assist.	
Some orange paint got on the left hand: L. studies her hand, slowly making a fish with the hand, uncurling her fingers, looking again.	She seems fascinated with the paint; she wants to get to know it by feeling it directly on her skin. She hasn't said a word but is completely absorbed in her work. She is concentrating so hard that she does not respon to a large noise of blocks toppling over.
Using the orange still, she begins to fill in the space between the red blob and the orange arch.	

#3, cont.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
1:59 She makes a long line up to the right hand corner of the paper. Her mouth is open as she fills that space. Her weight shifts to her right leg. Her left hand rests on the easel - up on tip toe she goes.	Still concentrating.
2:01 She stirs the orange again and looks inside the can. She makes a square and fills it in.	Checking to see if there's enough paint? She really likes orange.
Now she uses yellow, making a line the width of the page and going almost to the end.	
She makes another line under it the same length; another and another. She does this eight times.	
"I'm done," she smiles at the teacher.	What determined for her that she had finished? The fact that she had used all the colors?
"Would you like to tell me about it?" the teacher asks.	
L. lifts her shoulders, tucks her head in, nodding yes, but not saying anything.	
	Lately L. has been making ladies with long hair (the arch shape) but today she seems to go back to organized scribbling. Her ideas seem to be limited to putting colors on the paper. She is interested by the line of paint getting wider when she presses on i

Example #4

Observer: ____________

Date: November 1, 1974

Time: 1:00 to 1:15

Child: 6 year old boys, D. and K.

Setting: four boys are playing barber shop. a chair is in front of a floor mirror. there is a pan of water, a razor, shavin cream, three bottles of after shave lotion, and a towel.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
Two boys are sitting on the paint table, looking at a magazine, waiting their turn to be shaved.	
D. is in the chair in front of the mirror. He is looking at himself.	
K. gets the towel and puts it around D.'s shoulders.	
K. asks D., "Do you want a shave?"	
D. replies, "Yes."	
K. dips his hands into the pan of water, then he pats D.'s face with his wet hands.	
K. gets the shaving cream from the table, squirts some cream in his left hand, and puts the can back on the table. He rubs the cream all over D.'s face very gently - on his cheeks, under his nose, and on his chin.	they have carefully observed adults and can role play accurately.
K. rinses his hands in the pan of water.	
He picks up the razor and begins to take the cream off D.'s face with long, gentle downward strokes.	
He rinses the razor in the pan of water and goes back and takes off more cream.	
One boy says, "This is just like a real barber."	it seems very real!

#4, cont.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
When K. gets to the cream under D.'s nose, D. puts his lips together and makes a tight mouth.	
The rest of the cream K. wipes off with the towel.	
K. asks D., "Which shaving lotion do you want?"	
D. says, "The blue one in the small bottle."	
K. takes the cover off the bottle, and pours the lotion in the palm of his left hand. K. pats and rubs gently all over D.'s face.	
D. takes the towel off, looks in the mirror, and laughs.	
K. says, "I want someone to shave me."	this was a good sensory experience, and cooperation among the boys.
One boy says, "I want to be the barber."	

Example #5

Setting: children are making choices to play wherever they choose. A. and B. are playing in the house area and taking their toys onto the stage, built next to the house area.

Observer: ____________________

Date: October , 1974

Time: 10:34 to 10:44

Child: A. and B. 3 year old girls

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
A: "Call the doctor. I'm not the doctor; I'm the nurse."	
B: "Buy something for my baby: all those toys," pointing to the toys on the shelves. "Oh, and that," pointing to a threading toy.	although A. and B. have played together many times, they do not seems to be on the same wave length. they are talking but not to each othe
A. picks up a toy.	
B: "Not that!"	
A. picks up another toy and says, "Yes, this is a baby toy." It is a toy with numbers and beads.	
B: "Bring it to my house; put it on the floor. I'll put it on the floor."	
A: "I'll bet you're doing it." "You have to put it on one with the sticks." B. is putting the toy together.	
A. continues: "That's a stick! Do you think that's a stick? It ain't a stick," raising her voice.	A. is angry because B. is not doing what she wants her to do with the to
B. replies, "It is." B. continues to play with the toy.	
A. goes to the cubbies where the dress-up clothes are kept, and mumbles while she is gettin dressed.	
B. talks to her baby very quietly.	

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
A: "teacher, tie my shoes." A. walks to the table wherethe teacher is sitting.	
B: "Will you open this?" to the teacher.	
A: "What are you putting in there?" asked to B.	
B. doesn't answer A. and continues to put the beads from the game into her purse.	an example of them playing together but not answering each other. A. didn't wait for an answer from B.
A: "Oh, hey!"	
B. shakes the purse. B. says: "It's all ready. I don't know where we go." B. picks up the phone: "Who this?" B. hands up the phone. B. continues: "Let's bring the phone; we have to go now."	
A: "Wait a minute."	
. walks to the stage: "Bring my pennies," referring to the beads. "We've got pennies over here." B. goes back to the table and picks up the rest of the beads. "Bring the monkey! I'll bring this," referring to another toy that was on the table on the stage.	A. told B. to "wait" but B. keeps goi
A: "You know that gerbil?"	
B: "What gerbil?"	
A: "That's in the cage, you know." Then, referring to the phone: "Now come on, take that off of there!"	B. is not influenced by A.'s orders.
B: "Wait a minute!"	

#2, cont.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
B: "Honey, your hat is here."	
A: "Doctors don't wear that. I'm the doctor."	
B: "If this is yours, you're not a doctor."	
A: "Is your baby sick?"	
B., holding the toy monkey, "I'll bring her home. Take two pennies."	
A: "Steven, your baby is being bad."	
B: "Baby, you better be quiet!" and hits the monkey. "Now you better be good."	
B: "My baby is not sick tomorrow." "I'm talking to my baby. "You come to my house."	
A: "Oh, hey!"	
B: "Knock on my door."	
A: "Knock! Knock! Knock!" pretending to knock in mid-air.	
B: "Come in."	
A: "You've got to unlock the door." "Anybody home? Anybody home?"	
B: "Yea." " Hey, don't step on these things," referring to the toys she has in front of her for her baby, (the monkey). "I'm reading this book for my baby if I want to." "Hey, that's my bedroom," referring to the area near the cubbies.	

Example #6

Setting: early morning choice time. one of the choices is painting at the easel. this is the first time white and black paint have been out.

Observer: ____________________

Date: October 30, 1974

Time: 8:50 to 8:57

Child: 3 year old boy, S.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
S. slips into an apron.	S. usually is not attracted to the easel.
While putting on the apron, he has his eyes on the white paint.	He sometimes refuses to put on an apron.
He looks at the teacher and says, "Reddi Whip Cream."	
The teacher replies, "It looks like Reddi Whip Cream."	
He sticks his brush in the paint with his left hand, pulls out the brush, and brings the brushful of white paint up to his nose.	
He sniffs deeply three times.	Does it smell like cream?
He puts the brush back in, and brings up a big blob to his mouth, white paint dripping down his hand.	He isn't concerned about the drips on his hands and floor.
He opens hismouth to taste the paint.	
The teacher says, "What color is the paint?"	Teacher tries to divert his attention.
He says, "White. Reddi Whip Cream."	
He puts the brush in the paint can and brings the brush carelessly up to the paper with both hands.	His motions are jerky and careless. He seems to be trying to create a mound of whipped cream.
He slaps the paint on the paper.	
He says, "Reddi Whip Cream."	
He continues this, not controlling the drips, repeating "Reddi Whip Cream.	

#[illegible] cont.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
He covers and recovers the paper until it begins to rip.	I think he is trying to get the billowing effect of whipped cream.
He walks away with the paint brush in his hand and the apron on.	
The teacher reminds him to take off his apron and leave the brush in the paint.	
	Later that day in the housekeeping corner, he uses imaginary cream on a cake.

PRACTICE EXERCISES

On the next page is a short segment taken from an observation. Decide for each sentence whether it is an observed behavior or whether it is a comment about behavior. Write the observed behaviors in the OBSERVABLE BEHAVIOR column and the comments in the COMMENTS ON BEHAVIOR column, next to the behavior they describe.

You and another candidate might want to do this exercise together. If you disagree about any statement, try to figure out why it might be the observer's own point of view, or why it is strictly a description of actions or words of the child, children, or teacher.

When you have finished, check your work with page 32 . If you do not feel confident about the kinds of statements which go in each column, look back at page 5 ("How to Evaluate Observations"). Reread the examples. Talk to your trainer. Then try Exercise #2.

OBSERVATION EXERCISE #1

John and David are using the slide as a "boat" for dramatic role play.

John says, "We can't go in the boat."

David replies, "Yes, we can."

David is standing up to John, asserting himself.

John says, "Go in your dog house" (the block structure he built).

David does not go in the dog house.

John likes to be the boss.

John begins to drive an imaginary wheel, making a driving noise.

He feels powerful as drives this huge boat.

He might be imagining what he will become.

David jumps off.

John tells David, pointing to the steps, "Get up the ladder right here!"

He likes this strong emotion.

He feels good and brave and strong, saving his friends from 'sharks.'

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR

Correct placement of statements for Exercise #1. The underlined words in the COMMENTS column are indicators of a statement in which the observer is giving his own idea about what happened.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
John and David are using the slide as a "boat" for dramatic role play.	
John says, "We can't go in the boat."	
David replies, "Yes, we can."	David is standing up to John, asserting himself.
John says, "Go in your dog house" (the block structure he built).	
David does not go in the dog house.	John likes to be the boss.
John begins to drive an imaginary wheel, making a driving noise.	He feels powerful as he drives this huge boat. He might be imagining what he will become.
David jumps off.	
John tells David, pointing to the steps, "Get up the ladder right here!"	He likes this strong emotion. He feels good and brave and strong, saving his friends from 'sharks.'

EXCERCISE #2

Child: 3 mo. 13 days old

Setting: Church nursery
Child in crib. Blanket on left side of head near left hand. Pacifier by right hand. Row of bells above crib.

Child lying on back with 4 appendages spread in relaxed position.

He feels safe, even though parents left him only a few minutes ago.

Eyes open and looking up. Legs flex and accidentally kick bells hanging over crib.

Eyes immediately flash to bells as child hears sound.

Child is able to react to noises.

Arms flex and left hand moves across path of eyes.

Shows ability to follow objects with eyes.

Eyes follow hand for an instant and then return to bells.

Anything moving seems to catch his eye!

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR

Correct placement for EXERCISE #2

Child: 3 mo. 13 days old

Setting: Church nursery
Child in crib–blanket on left side of head near left hand. Pacifier by right hand. Row of bells above crib.

OBSERVABLE BEHAVIOR	COMMENTS ON BEHAVIOR
Child lying on back with 4 appendages spread in relaxed position.	Feels safe, even though parents left him only a few minutes ago.
Eyes open and looking up. Legs flex and accidentally kick bells hanging over crib.	
Eyes immediately flash to bells as child hears sound.	Child is able to react to noises.
Arms flex and left hand moves across path of eyes.	Shows ability to follow objects with eyes.
Eyes follow hand for an instant and then return to bells.	Anything moving seems to catch his eye!

In the COMMENTS column, underline words which indicate that it was not observable behavior.

Anecdotal Records

An anecdotal record is a summary of a specific incident, written at the end of the day or whenever you have time. Because it is a summary, it does not include every detail of action and of words as the direct observation would. An anecdotal record can include descriptions of the behavior as well as subjective comments.

Anecdotal records can be written about unusual events or experiences in the child's day. When the child masters a task for the first time, when the child has a difficult time solving a problem when the child discovers what he can do with a material for the first time, an anecdotal record can be written. An anecdotal record can be written to summarize an episode when you are not able to make a direct observation.

Anecdotal records can be written on index cards or in a log book to be filed in the child's folder.

Examples of anecdotal records are given on the next 5 pages.

a. The first four are about the same child, written over a period of four months.

   On p. 38 list the changes in Tommy's behavior during this period—what he was able to do by April that he was not able to do earlier? Notice that if only the first and last records had been written, a great deal of important information would be missing.

b. On p. 39 there is an example of an anecdotal record on another child. This record by itself indicates the need for more observations on K.

Anecdotal record: Tommy S.

Craft project time: 50 min.

January 15, 1975

The first twenty minutes T. was absorbed in peeling the paper off the crayons. This was difficult for him, so he would give it to me, saying, "Do this!" As soon as the paper from one crayon was peeled, he would start another. I picked a starting place and would give it to him to finish. Between us we peeled eight crayons. When he colored, his strokes were large marks, going in several directions, outside the lines. He needed help in holding the paper flat. He made a few big marks with one color, then another color, all on top of each other. With each color I said, "You're coloring green," and he would repeat, "Yeah, green." But if I asked what color he was using he did not know the label. During the peeling and coloring, he stopped every five minutes to watch what the other children were doing: their coloring was much more controlled and they finished and left the table a half hour before he did. The teacher finally told him he had to stop for lunch, and he didn't want to.

Block corner, choice time: 15 min.

February 4, 1975

T. was working with blocks, loading them on a small truck and unloading them on a rug. Around him 7 or 8 children developed a dramatic role play. They constructed two walled-in "houses." They came in and out the "door" pretending to visit or to be mommys, daddys, and babies sleeping on the floor. T. would watch them, and then imitated some of their actions, such as opening the "door" and going in. But the children played around him and he didn't talk to them. Whenever a block fell off the "wall" he straightened them up. He pretended to go in the "door", but once inside, stared at the children, and then went out again. The only interaction with other children was a boy pretending to drink from a "bottle" using a cylinder block, who offered T. a drink. He just looked at him and didn't answer. At another point a girl was lying down, actually sucking on a small block. He stood and looked at her for several minutes.

Craft project time: 30 minutes

April 15, 1975

In contrast to the earlier observation, T. spontaneously talked a lot. He described what he was doing: "I'm cutting this out;" "I'm going to color this yellow;" "I'm putting paste on this side." He argued with the teacher about how the rabbit would be pasted together and did it his way. He again was the last child to finish. He told the teacher exactly where he wanted it hung on the wall and smiled when it was hung up: "This is mine." He also worked steadily at the project, and didn't spend time watching the other children.

Group play on rug; children reading stories

April 22, 1975

T. now talks with the other children and asserts himself in interactions. He emptied all the books from the barrel and sat in it to look at a book. He took turns with another child sitting in the barrel.

He talked to me: "These are my new shoes;" "These are my new pants;" "This is my new shirt." He answered my questions: "My mother got them." He read a book showing it to another child. The other child closed the book but T. kept opening the book. He got several books and brought them to show to the child, showing them and keeping the book open when the child would try to shut it.

Summary of Tommy S.'s Progress

Anecdotal record:
date: November 1[illegible], 1974
child: K.

I pretended to be a neighbor in the housekeeping corner with K. I asked her how things have been?? She answered that they are just terrible. She can't stand it any longer. The kids are just terrible. She has no money and she has to feed the kids and buy them new shoes. During this time, she begins to bang the furniture and throw the dress-up clothes around. She picks up one of the dolls and begins to hit it. I asked her to stop hitting her baby and to try to talk nicely to it. She answered that they don't listen. She said that this one is the worst one. I asked her why. She said because she hits the kids and won't listen to her brother. She is a pig and I just don't like her. She said that sometimes I make her stand in the corner or I put her to bed. I told her that I liked her little girl, but she still replied, "I don't."

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White, Verna. Studying the Individual Child. Harper & Row (New York: 1958).

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COOPERATING AGENCIES

Local

Afro-American Family and Community Services - Chicago, Illinois

Catholic Charities Bureau - St. Louis, Missouri

Catholic Charities Bureau, Inc. - Jacksonville, Florida

Catholic Services Bureau - St. Petersburg, Florida

Catholic Services Bureau - Ft. Lauderdale, Florida

Catholic Services Bureau - Miami, Florida

Catholic Services Bureau - Orlando, Florida

Children's Home Society - Jacksonville, Florida

Children's Home Society - Miami, Florida

Children's Home Society - Orlando, Florida

Family and Child Services - Washington, D. C.

Harlem-Dowling Children's Service - New York, New York

Homes For Black Children - Detroit, Michigan

Peirce-Warwick Adoption Service - Washington, D. C.

Spence-Chapin Services to Families and Children - New York, New York

International

Holt Children's Service - Eugene, Oregon

Travelers Aid International Social Service - New York, New York

U. S. Catholic Conference Migration & Refugee Service - New York, New York

PS 008678

GUIDELINES
FOR
CDA TRAINERS

A Child Development Associate (CDA) is a person who has earned a new kind of credential in early childhood education/child development. To qualify, she or he must have been assessed and found competent in helping children to learn and develop. The CDA is qualified to assume responsibility for three- to five-year-old children in a group setting and to work with their parents. A certain amount of formal or informal education or training is required.

The CDA Consortium

GUIDELINES FOR CDA TRAINERS

by

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The Fall River Child Development Associate
Training Program

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The Office of Child Development

GUIDELINES FOR CDA TRAINERS

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REASON FOR WRITING THIS GUIDE

The idea for writing trainers' guidelines evolved from discussions held during a trainer's seminar of the Fall River CDA Training Program. After each trainer had developed individual training programs, there was such a divergence of opinions and experiences that there seemed to be a need to seek for basic fundamentals true for the majority of candidates and delineate some of the better, more successful elements of CDA field training.

Since the Fall River program was set up as a pilot program, there was opportunity to experiment with innovative approaches, and to note some of the positive and negative aspects of these individualized programs. In the future some trainers will work within the framework of a college-based training program. Others will need to assess the knowledge-skill base of candidates and facilitate their development without the benefit of a structured CDA program.

Almost every candidate will need some help in increasing skills and knowledge in some of the Functional Areas. Many will need a great deal of assistance in the field as well as through courses and other group experiences.

A guide, presenting accounts and experiences, may give some frame of reference to trainers in measuring skills and in giving appropriate counseling to their candidates.

With these factors in mind, this guide is presented—based on first hand experiences. These experiences are actual and factual and with the concept that competency is attained at differing rates and in differing amounts.

Note: The pronoun "she" has been used throughout this guide in referring to both trainer and candidate, since the great majority of people working in early childhood are women. It is not meant to exclude men. (Ed.)

HOW TO USE THIS GUIDE

This is not a "how to" book as much as a sharing of methods and experiences, and it is hoped that this sharing may ease the way and make the task a bit more enjoyable and understandable.

The guide is not intended as a theoretical discussion or prescriptive manual. It is, rather, an account from which deductions and generalizations can be made.

WHAT IS CDA?

The Child Development Associate Training Program was started by the Office of Child Development (OCD), a division of the U. S. Department of Health, Education and Welfare. OCD directs the operation of Head Start and other programs designed to improve the quality of care for preschool children.

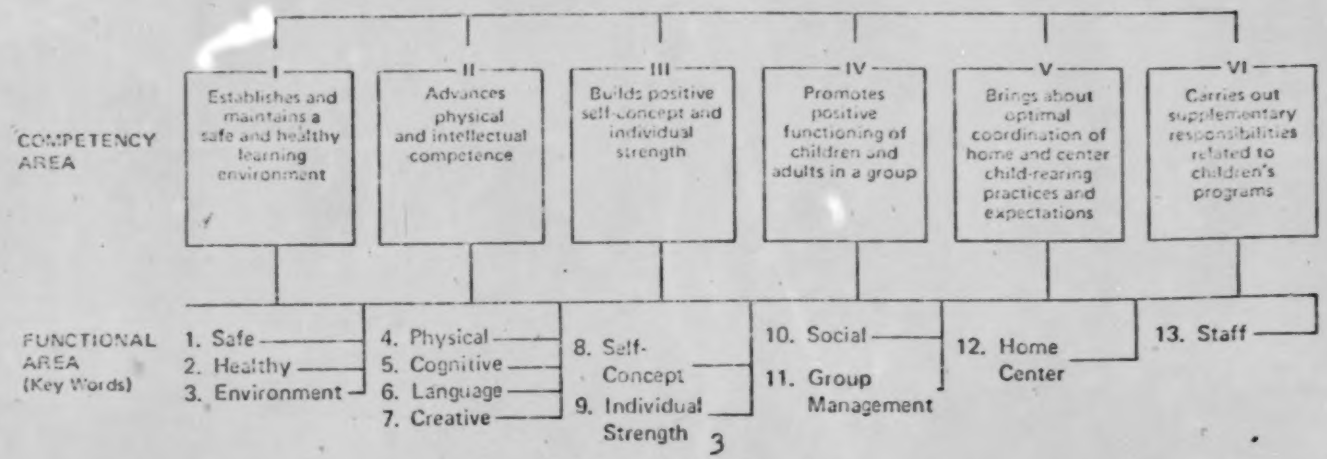
OCD gave the responsibility for assessing child-care personnel and granting CDA credentials to the Child Development Associate Consortium. The CDA Consortium is a private, nonprofit corporation composed of 42 national groups and two public members—the total representing a membership of 2.5 million persons who are directly concerned with the education and development of young children.

Since 1972, when it was founded, the Consortium has been developing a system to assess and recognize persons with the qualities and skills important in working with young children. This system, the CDA Credential Award System has been in operation since June, 1975.

The Office of Child Development also established guidelines for developing training programs based upon the CDA competencies in order to prepare persons for the CDA Credential. Pilot programs, such as the Fall River CDA Training Program, were funded by OCD to develop a variety of ways to implement training, as were Head Start Supplementary Training (HSST) Programs.

CDA training and assessment are based on the following six basic competencies and 13 functional areas:

SIX COMPETENCY AREAS
AND 13 FUNCTIONAL AREAS


COMPETENCY AREA
I
Establishes and maintains a safe and healthy learning environment
II
Advances physical and intellectual competence
III
Builds positive self-concept and individual strength
IV
Promotes positive functioning of children and adults in a group
V
Brings about optimal coordination of home and center child-rearing practices and expectations
VI
Carries out supplementary responsibilities related to children's programs
FUNCTIONAL AREA (Key Words)
1. Safe
2. Healthy
3. Environment
4. Physical
5. Cognitive
6. Language
7. Creative
8. Self-Concept
9. Individual Strength
10. Social
11. Group Management
12. Home Center
13. Staff

WHAT IS A COMPETENCY-BASED PROGRAM?

Although the CDA Consortium does not require any particular kind of training in order to be assessed, it is logical that the method used for training be the same as the one used for assessment. In this case it is competency-based education.

The Office of Child Development has set forth the following guidelines for setting up a training program:

1. Training is based upon acquisition of the CDA competencies.
2. A minimum of 50 percent of the trainee's total training time is spent in supervised field work.
3. Training is organized so that academic and field work are an integrated set of experiences.
4. Training is individualized according to each trainee's strengths and weaknesses with respect to the CDA competencies.
5. Training is flexibly scheduled so that length of time depends on each trainee's acquisition of the CDA competencies.
6. Wherever possible, valid credit accompanies CDA training.

Competency-based is a term of recent origin and has no simple definition. Competency indicates an emphasis on "ability to do" rather than the more traditional emphasis on "ability to demonstrate knowledge." In competency-based education there are 2 basic characteristics:

1. *precise learning objectives* - defined in behavioral and assessable terms - must be known to learner and teacher. They must both be aware of the expectations and means for determining if they have been met. *Activities* used by learner are means to a specific end, (as described in the competencies) they are *not* the objective of the learning experience.
2. *accountability* - the teacher and learner agree upon how the learner will demonstrate specific competencies and the learner accepts responsibility and expects to be held accountable for meeting these goals.

Competency-based education is also very individualized and self-paced, making time a variable. It is personalized in that each student has some choice in the selection of objectives and learning activities. With this in mind we can see how the emphasis is placed on the individual's attainment of a set of objectives. There is no comparison of one individual's efforts to a group's performance. It is not norm-referenced, it is criterion-referenced. We can also see that the emphasis is taken off of the teacher and the teaching process and shifted over to the learner and the learning process. This does not mean that the teacher is of no importance; rather, that the objectives are essential. How the teacher is going to help the learner reach these objectives in the most beneficial way that the learner can is most important.

As everyone must be a learner at sometime, we have developed a set of trainer competencies. They are listed further on with a brief explaination and some suggestions on how to achieve competency in each area. We hope this will provide some support in your endeavors into the CDA program.

PART II

WHO IS INVOLVED IN CDA TRAINING?

Who is a CDA candidate?

Potentially, anyone who has worked with three- to five-year olds can be a CDA candidate. To be assessed candidates must be at least sixteen years old and have worked with three- to five-year olds in a group setting for at least eight months consecutively full time or sixteen months consecutively part time.

Candidate's backgrounds vary tremendously. The young, the not-so-young; volunteers, assistant teachers; social workers with a BA, young parents that were high school drop-outs; all may be CDA candidates. The one common thread running throughout is their desire to care for a group of young children.

Candidates typically seem to fall into two groups—those who have practical experience in working with young children and have some informal training, and those with formal educational background but no training in early childhood/child development related to working with three- to five-year olds.

Who can be a trainer?

Effective CDA trainers can be generally described as having the following professional qualifications and personal characteristics:

Educated in early childhood education/child development

Experienced as a teacher of preschool children

Supportive and non-threatening

Culturally sensitive

Flexible and non-dogmatic

Well organized and able to use time effectively

Patient

A variety of persons may serve as a field site trainer for the candidate.

Trainers affiliated with the candidate's child care agency:

Head teacher or classroom teacher
Educational coordinator
Center director

Trainers affiliated with an academic institution:

Early childhood instructor
Field supervisor

Trainers affiliated with independent agencies or CDA training programs:

Regular staff members
Persons hired on a part-time basis to work with one or more candidates.

What does a trainer do?

Office of Child Development guidelines provide the following description of the role and function of a CDA trainer:

The process of sepervision should focus on the candidate's role in the classroom and promote an in-depth understanding of the complexities of that role. Continuing on-the-job supervision should be the primary strategy for enhancing the candidate's level of competency. A team approach in which the candidate, the CDA trainer, and the staff of the child care agency all participate is likely to be most successful. Such an approach can provide opportunities for immediate feedback, demonstration teaching, non-selfconscious observation, and individualization of training.

The trainer's role should be one of an instructor, advisor, and facilitator rather than a visiting "authority figure" who observes, comments, and then leaves without a continuing commitment to improving the situation. The trainer should have ample time at the field placement to become familiar with all aspects of the program and to develop a trusting relationship with the candidate and staff. A good ratio of trainer to candidates is 1 to 10 or 1 to 12. [Trainers with other job responsibilities should limit themselves to anywhere from one to five candidates, Ed.]

The CDA trainer should sensitively and carefully observe and evaluate the candidate's work with children and regularly provide him or her with useful feedback and supportive help in improving competency. In addition the trainer should:

1. Coordinate all aspects of training experiences.
2. Provide on-site training support to the candidate to help integrate the candidate's work experience and academic experiences.
3. Plan formal and informal experiences wich contribute to the candidate's total learning.
4. Provide counseling, both professional and personal, according to individual candidate's needs.

Trainers may find some role-related advantages and/or disadvantages that become apparent as they carry out their responsibilities.

Head teacher or classroom teacher

The on-going availability of the head teacher can provide many advantages for training. Frequent contacts allow increased time for on-the-spot evaluation, planning or trouble-shooting. When conferences are held there is plenty of information available for discussion and the context if familiar to both the trainer and candidate. Role modeling as a training tool can also be used to advantage when there is increased familiarity with the classroom situation.

Head teachers see candidates in many different situations enabling them to become more aware of all aspects of the candidate as a person. Thus she may be able to find more ways to give support and encouragement over a period of time &become more aware of small changes in the candidate's behavior.

There are times, however, when the teacher may find a conflict in her own mind between her duties as a teacher of children and as a trainer of adults. For a few this becomes enough of a problem so they cannot handle both. To some extent, it is a matter of learning how to use time better, but with recognition from a child care agency that teacher training tasks are also a legitimate part of their job, teachers feel less torn between the two.

The classroom teacher may also feel that she is in a power struggle for classroom authority. The teacher may perceive that the candidate is taking over "her" job. Or the candidate, as she becomes aware of her own abilities, gains new understanding of children, or learns new techniques, may become overly critical of the teacher. In such situations the closeness of the relationship may have at least temporary disadvantages and a third person may need to come in to help them work through their difficulties.

Educational Coordinators or Center Directors

As with the Head Teacher, the Educational Coordinator has the advantage of familarity with the candidate's program staff and real classroom situation. A close in-staff trainer may also reduce communication gaps that may be felt with "outsiders". However, the closeness of program staff may create a tendency to be biased in presenting candidates for assessment. It is also possible that candidate may fear that their job is threatened if an inside staff person is assessing them.

Dividing time between the higher individualized CDA training and regular staff training may be difficult for the educational coordinator. Other staff may feel that she is playing favorites to the CDA's.

An added advantage in using the existing educational coordinator is the they are already serving on a job related to the CDA trainer role. They therefore are able to see CDA as a natural extension of the educational coordinator's job. As part of the agency staff, the educational coordinator may have some influence in selecting the training site which would best benefit the candidate. They may also find that CDA training is a handy way of getting at problem classroom situations. By working closely with the CDA the trainer may be able to effect change in an entire staff.

Center Directors acting as trainers generally have the same advantages and problems as do coordinators, especially if there is no educational coordinator on the staff. Directors should be particularly aware of the difficulty of gaining the trust of candidates, since they are directly responsible for hiring and firing. They should consider the following questions: Will the candidate feel comfortable about expressing problem areas to a director who could in turn fire her? How can directors gain the trust of candidates? Does the busy program director have time to work with the candidate on an individual basis?

Trainers who are not on the child care agency staff.

Developing a trusting relationship on the basis of once a week or fewer visits takes a long time. Trainers coming into a center from a college or a CDA program must not only establish rapport and credibility with the candidate, but with the head teacher and other program personnel as well. Often the center staff are apprehensive about the involvement of an outside person in the day-to-day program. Time spent in developing an open and comfortable relationship with all agency staff is most worthwhile.

Although "outside" trainers may find that in some cases the models that the candidate observes at the field site conflict with CDA standards', they may also find that teachers with whom candidates work gain from the CDA training along with the candidate.

Conflicts which candidates find within themselves and with other center staff are much more easily handled by a trainer who is not on that staff. Candidates who are aides often someone to help them deal with their own growing abilities in relation to those of their teachers. The trainer can help to put things in perspective, find ways to help the teacher allow the candidate to take more responsibility, or simply be a sounding board for a discussion of situations which arise.

PART III: TRAINER COMPETENCIES

The statements below represent the philosophy of the Fall River CDA Program and may be helpful as a base from which to read the material which follows:

1. We believe that teaching should essentially involve problem solving:
   a. the ability to use insight about classrooms and children to know when changes are needed;
   b. the ability to think of several possible alternatives which are sensible and appropriate for young children;
   c. the ability to have confidence to try out possible solutions and to honestly evaluate whether the problem is solved - and to try new solutions until you are satisfied;
2. We believe that teaching should involve the teacher as a learner;
   a. the ability to use something she previously learned to deal with a new situation or problem;
   b. the ability to synthesize information or experiences in a new way.
3. We believe that teaching should involve self insight:
   a. knowing how one affects others - children, parents, staff;
   b. knowing when one needs help because of lack of experience, knowledge, or skills;
   c. knowing and accepting how one feels.

TRAINER COMPETENCIES

COMPETENCY A: To listen and respond with empathy, trust and concreteness

COMPETENCY B: To effectively use principles of encouragement and positive reinforcement to foster growth and self-confidence

COMPETENCY C: To appraise candidate characteristics at entry level

COMPETENCY D: To develop individualized training plan for candidate

COMPETENCY E: To observe teaching incidents as objectively as possible

COMPETENCY F: To plan and carry out effective conferences

COMPETENCY G: To assist the candidate in developing a portfolio

Although the competencies are listed in a specific order, each process will very likely overlap in time. Competencies A & B are listed first because they indicate attitudes and skills which are essential for a trainer if the candidate is to make progress as a self-directed learner, a problem-solver and a self-evaluator. They also serve as a way of modeling the kinds of behavior the candidate herself should use with children and with colleagues on her center and staff.

PART III, COMPETENCY A: TO LISTEN & RESPOND WITH EMPATHY, TRUST & CONCRETENESS

DIMENSIONS OF THE HELPING RELATIONSHIP

The CDA trainer may be a classroom teacher who is in the room with the trainee all of the time or a person who is there just part of the time. Naturally, the trainee's perceptions of the trainer vary widely as the trainer's position varies. The constant that can be found in all situations is this: effective and viable communication must be able to take place.

This section will deal with six dimensions of effective and viable communication; empathy, respect, concreteness, genuineness and self-disclosure, confrontation, and the interpretation of immediacy.

There are different levels of performance in response that a trainer must choose from. They range from conveying a feeling of total lack of concern to full awareness of the trainee and her situation. Effective trainers will strive for the latter but some will reach a level that may not be as perfect but will still remain helpful to the trainee.

empathy
respect
concretnes
genuiness
Confrontation
immedi

For a full development of the points in this section, see Carkhuff, Robert R. Helping & Human Relations, Holt, 1969

EMPATHY

The reason for empathy is to communicate to the trainee that the trainer has an understanding of her and what she is experiencing. The trainer should be able to convey this in such a manner as to enable the trainee to expand and clarify her own self-understanding as well as her understanding of others.

Guides for establishing an empathetic relationship:

1. Concentrate carefully on trainee's expressions, both verbal and non-verbal.
2. Try to use responses that neither subtract nor add to the trainee's expressions but still convey the desire to become involved.
3. Communicate your responses in language that the trainee uses.
4. Express responses in the same or similar tone as the trainee to help the trainee more readily express her own feelings.
5. By being very responsive you may provide a model for the trainee.
6. Move towards expanding and clarifying the trainee's experiences at a higher level.
7. Concentrate on what is not being expressed by the trainee as well as by what is being expressed.
8. Notice trainee's behavior and use it as a guide to assess the effectiveness of her responses.

RESPECT

Respect is needed for a relationship to be based on trust and confidence, and to help a trainee become more respectful of herself and others in areas relevant to her own functioning.

Guides for establishing respect:

1. Try to initially suspend all critical judgements concerning the trainee.
2. Communicate in minimally warm and modulated tones.
3. Concentrate on understanding the trainee.
4. Provide the trainee opportunity to make herself known to you in ways that the trainer may respond positively.
5. Strive for genuine and spontaneous manner.

CONCRETENESS

Building concreteness or specificity of expression will afford the trainee immediate as well as long range help.

Guides for establishing concreteness in communication:

1. Make your own reflections and interpretations concrete.
2. Help the trainee emphasize the personal relevance of her communication.
3. Ask for specific details and instances.
4. Rely on your own experience as a guideline for determining whether the concreteness is appropriate or not.

GENUINENESS AND SELF-DISCLOSURE

Genuineness is the goal of helping others and the base from which a relationship can procede. Self-disclosure is a necessary part of being genuine.

Guides in communicating genuineness:

1. Minimize the effects of your role, professional or otherwise.
2. Do not communicate inauthentic responses; and be very open to all authentic ones.
3. Be a model for trainee by exhibiting openess within the relationship.
4. Try to share experience with trainee.
5. Be able to inquire openly about the relationship between yourself and the trainee.
6. Rely upon her own experience in the relationship as the best guide.

CONFRONTATION

People must be made aware of discrepancies between what they think is so and what is so in reality if expression and behavior is to be understood.

Guides in confronting:

1. Concentrate on expressions and behaviors of the trainee establishing empathy with the trainee.
2. Raise questions rather than point out discrepancies.
3. Become increasingly specific in focusing on discrepancies in the trainee's behavior.
4. Be guided by your experience of the trainee in the relationship.

IMMEDIACY

In a relationship, often times the trainee is trying to tell the trainer something other than the superficial message. The interpretations of such messages are critical. Confusion in communication can stop productivity of a relationship.

Guides for interpreting immediacy:

1. Use your own immediate experiences as a basis for understanding attitudes that the trainee is directing towards you.
2. Sometimes disregard the trainee's content in expression for the moment.
3. Use the directionless moments in the relationship to become an objective observer and reevaluate the situation.
4. Sit back periodically and reassess - is anything happening? Then move along a route of productivity, which may mean starting from scratch.

COMPETENCY B: TO EFFECTIVELY USE PRINCIPLES OF ENCOURAGEMENT AND POSITIVE REINFORCEMENT TO FOSTER GROWTH AND SELF-CONFIDENCE

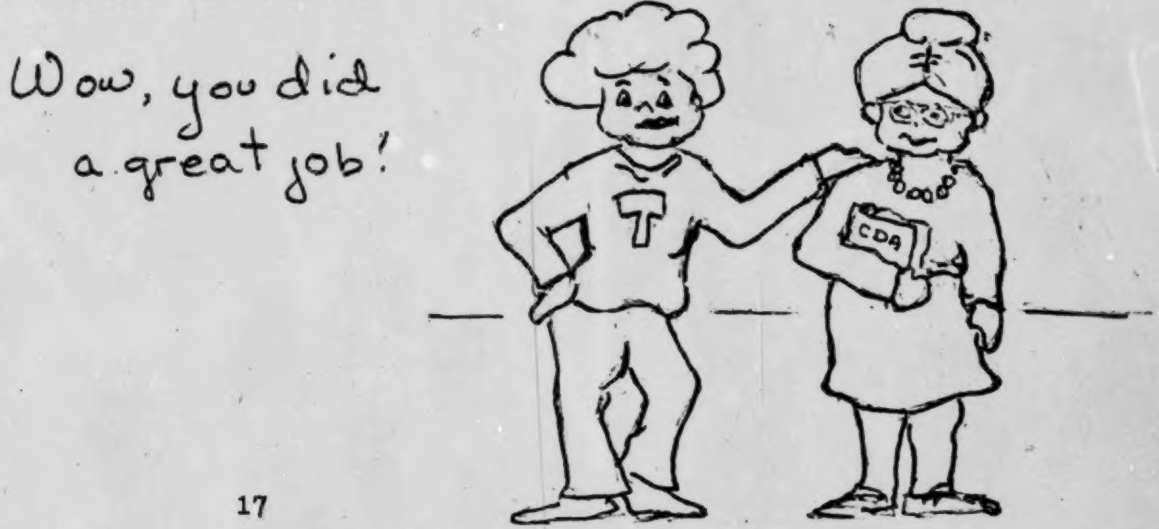
At a youth meeting, a clergyman held up a large sheet of white paper, totally blank except for a small black smudge. He asked what people saw. Without hesitation several members of the group pointed out they saw a smudge, and the others nooded in agreement. This wise clergyman smiled and said softly: "How sad it is to think that with all this beautiful clean paper, all we can see is the tiny imperfection."

How like this illustration is the manner many trainers go about assessing trainees. Despite the numerous talents, it is often the slight "smudge" that is noted.

Naturally, this kind of training will reach down to the "little folk" in the classroom, and soon everyone is busy eradicating the "smudges" instead of concentrating on the beauty of all the perfect and worthwhile.

One has only to think over a few experiences to realize that growth takes place more easily in a secure and tension-free atmosphere, and providing such an atmosphere is the responsibility of the trainer.

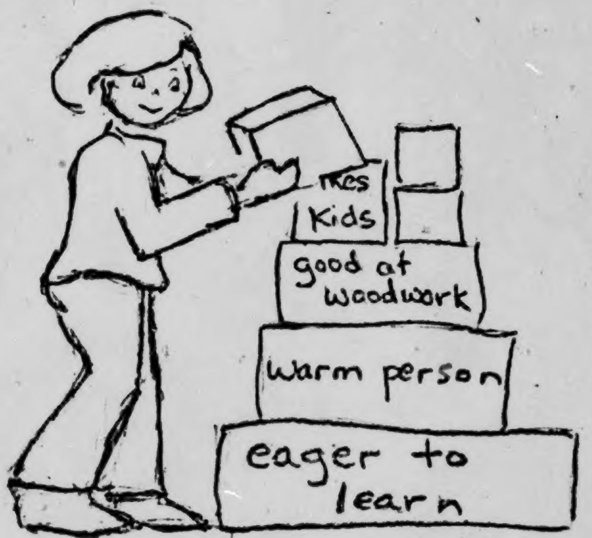
Teaching methods aren't "taught", but rather they are "caught". When children are conversed within a kind, attentive manner, the inexperienced teacher can relax and enjoy the experience of meeting her little students. To remove the need for emphasis on strict discipline is to remove the fear and frustrations felt by most beginning child care workers.


Wow, you did a great job!
T
CDA

Mistakes are as natural a phenomena as accomplishments, and while we want to develop means to prevent as many mistakes as possible and to enlarge accomplishments, we must maintain a calm acceptance of the possibility of human error. It is only after people feel good about themselves, and know that they will be accepted despite a few "smudges", that they can develop fully.

As a trainer works with trainees, he or she can locate strengths to concentrate upon and develop. If this is going to be done with skill, the trainer must be able to admit that often a trainee may learn to excel in a particular skill well beyond the trainer. This is to be expected, and allowing this to happen is a responsibility of a trainer. No one can be expected to excel in every aspect, and holding down another's accomplishments is a cruel and inhuman procedure. The close relationship between trainer and trainee has no room for personal rivalry and jealousy.

A relaxed atmosphere, with a minimum of rivalry is a basis for a good training program. This plus concentrating on acceptable work and giving kind help and redirection when poor practices surface, are essentials for the development of beginning child care workers.



COMPETENCY C: TO APPRAISE CANDIDATE CHARACTERISTICS AT ENTRY LEVEL

Before selecting training methods and procedures for field site training the trainer should evaluate the following:

1 - candidate's individual learning style and personality

2 - candidate's ability to evaluate self

3 - candidate's general knowledge of child development and the CDA competencies

4 - candidate's current and most pressing training need

As the program is competency-based and the trainer should assist the candidate in a way most beneficially suited to the candidate, it is imperative that the candidate's training plan suits her needs and learning style. Initial interviews and dialogs sometimes hold hints as to how the candidate likes to assimilate information and formulate actions. Several learning style indicators and forms have been developed to help a trainer and candidate determine the most appropriate approach.[4] Some candidates may be able to express their styles quite adequately and therefore having a headstart on formulating a plan.

If a candidate finds it difficult to express herself and to identify her learning style she may find it extremely difficult to evaluate the same. Evaluating one's own performance is a competency in itself. It is also one of the ultimate goals of CDA: if one can effectively and objectively evaluate one's own performance, one can find strengths and weaknesses and can plan to remediate and/or strengthen performances. With the ultimate goal in mind the trainer should try to find out where on the continuum of self-evaluation the candidate is.

Upon applying to the program, the candidate receives some information containing the candidate's competency areas. In initial interviews and observations the trainer may observe the candidate's general knowledge of child development and the CDA competencies. Background information may reveal previous training or studies or experience in certain areas.

COMPETENCY D: TO DEVELOP INDIVIDUALIZED TRAINING PLAN FOR CANDIDATE:

After all material is gathered from initial appraisal period, the trainer should meet with the candidate to develop a training plan. Some suggestions for this training plan conference include:

1. Review the candidate's application—
   Discuss previous course work, special interest areas.
   Discuss items on the application that lead to questions.

2. Briefly review the competency areas—
   Areas may be unclear to the candidate at this time.
   Candidate may be able to help prepare a priority sheet.
   (While all areas will eventually be dealt with, the most pressing needs will determine the priorities.)

3. If a joint observation form was used as part of the preassessment, this could be shared and discussed. (Follow the candidate's assessment of what are problem areas, and withhold any temptation te be critical.)

4. Select a functional area to deal with first, and be aware of the candidate's prior work in this specific area. In this selection be sure to consider the available workshops and the most pressing training needs.

5. Avoid overwhelming the candidate with too many suggestions, books, training materials and handouts.

6. Plan needs to include a manner of making reports and arrange to save special items for portfolio use.

There are many methods of providing field experiences for the candidate. A few of these might include those in the examples on the following pages.

The "ability to do" is emphasized very strongly and if the candidate exhibits the "ability to do" in certain areas more than others this must be considered when developing the individualized training plan. Because of the personalization of a competency-based program, a candidate has input into what she believes is her most current and pressing training need. If the candidate cannot evaluate her own position then the trainer may guide her in choosing an appropriate area in which to begin her training.

An important factor that a trainer must keep in mind is change—change occurring whenever growth is taking place. It may occur in different ways. Learning styles, self-evaluation abilities, knowledge of child development, and current and pressing training needs may change. Depending on the individual, the change may be anywhere from minute to massive and any change in the candidate should be accompanied with a change in the candidate's training plan. Changes could come in techniques, learning activities, competency areas, trainer/candidate relationships, or any other aspect of the program.

METHODS USED IN DEVELOPING INDIVIDUALIZED TRAINING PLAN

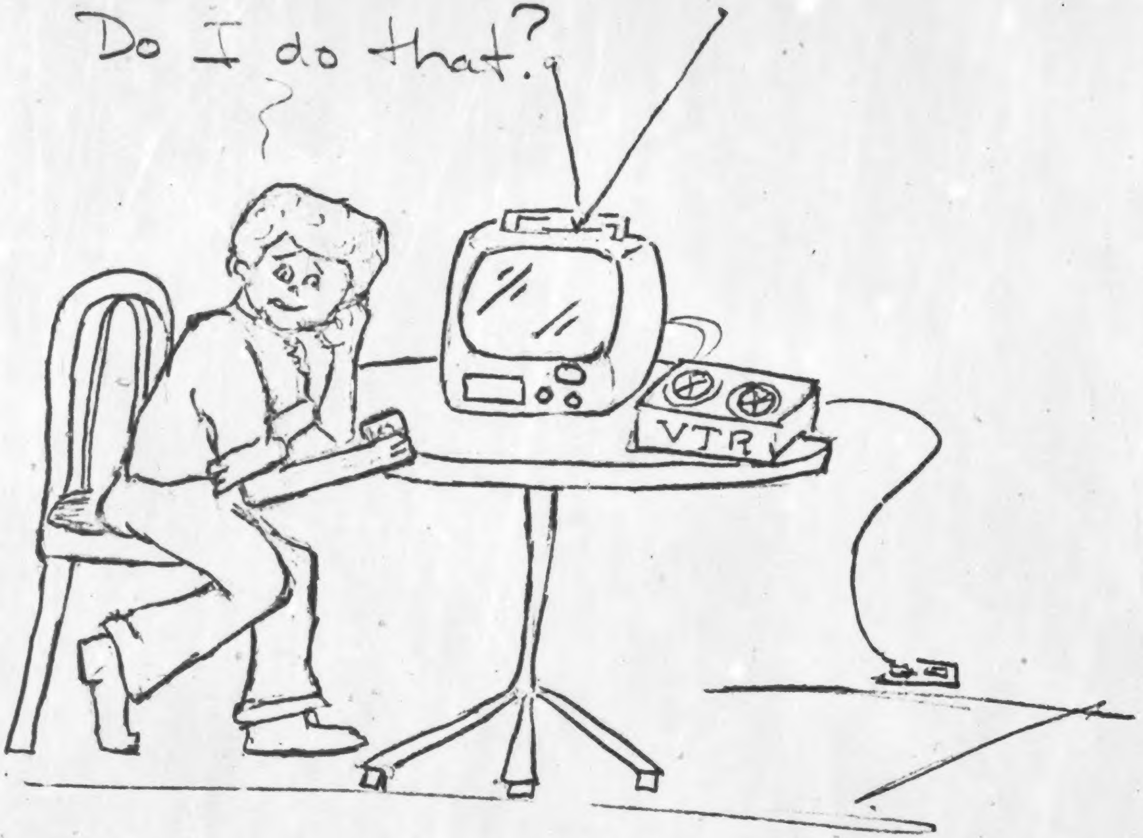
The following methods are useful to highlight good models of teaching and help trainees acquire the CDA competencies.

1. Demonstrations by the CDA staff or others, followed by a group discussion.
2. On-the-job discussions with other staff and CDA supervisor.
3. Use of audio-visual materials with prepared discussion guides that highlight examples of CDA competencies.
4. Self-analysis, guided by evaluation sheets or criteria supplied by CDA training staff.
5. Use of video tape recorders or audio-tape recorders to tape teaching for self-analysis or peer evaluation.
6. Paired peer observations and evaluation where two trainees work together to learn competencies.
7. Personal journals and diaries.
8. Child study: observing specific behaviors or doing case studies. (In all cases confidentiality of the children's records should be preserved.)
9. Individual conferences with training-supervisor, followed by feedback and goal-setting related to development of the CDA competencies.
10. Discussion groups or seminars in which "What happened this morning" is related to the CDA competencies, to theoretical knowledge of child growth and development, and to principles of curriculum and instruction.
11. On-site workshops focused on curriculum, teaching methods, parent involvement and other subjects related to CDA competency areas.

12. Field visits to experimental programs, community agencies and child care programs with different philosophies or physical set ups.

13. Exchange placements with other CDA trainees.

14. Independent projects.



*From: The Child Development Associate: A Guide for Training. Office of Child Development 1973

A HYPOTHETICAL COMPARISON OF TRAINING PLANS FOR TWO CDA CANDIDATES

Identification of CDA training needs in the field in terms of differing backgrounds of trainees, competencies, relationship to course work, etc.:

Background of Candidate #1:

Candidate #1 is a woman in her early thirties, who has worked in the Head Start Program for three years. She has finished her high school equivalency, and is ambitious and intelligent. She is happily married, and the mother of two children. One child, a boy, is in fifth grade, and her daughter is in third grade. Her mother helps with her home responsibilities in order that she may devote some extra time to training. She is efficient and would become impatient if her training did not seem relevent and of current value.

Competencies of Candidate #1:

Candidate #1 has a natural aptitude in dealing with children. She does what is necessary and desirable in an easy manner, and the children respond well. Her poise gives confidence to the children and to her co-workers, and seldom does any out-of-hand situation arise.
Candidate #1 is responsible for a group of ten children that meet from nine until two-thirty each day, and she takes charge of all classroom activities under the direction of the center teacher.
The candidate's trainer feels that she needs help in report writing, formal observations of children, and experience in supervision of other staff members.

Background of Candidate #2:

Candidate #2 is a young unmarried woman. She was in the Youth Corps for two years, and now at the age of nineteen has been hired as a junior aide in the Head Start Program. She appears to enjoy children, but has had no formal child care training, and has finished her junior year in high school. Her family can give her little support in her endeavors, but she is responsive to opportunities, and appears vitally interested in completing the CDA credential.

Competencies of Candidate #2:

Candidate #2 has a friendly manner, and an extremely pleasant voice. The children like her, and she forms close friendships with them.
Despite the easy acceptance by the staff and children, she often appears unsure of herself, and needs constant reassurance that she is doing a good job. Since she is inexperienced, and tends to be overly impressed with anything she reads concerning children, she is often difficult to reassure, and has more worrisome concerns than one would wish. She has shown surprising competence in classroom management, however, and should through successful experiences gain confidence.
At present she is helping a senior aide with a group of fourteen children.

Relationship to Course Work:

Candidate #1 is enrolled for the second year in the CDA program, and has shown constant improvement in her work and her attitude toward further training.

When she enrolled in the program, she was a junior aide with little responsibility. She thought of her job strictly forty hours, and did little outside reading. She had a good rapport with her co-workers and the respect of the administration, but she had never advance in her job description. Within the few months she has been enrolled in CDA, she has been given her present assignment, and has received recognition of her work by the Head Start Administration.

Presently she is enrolled in a six credit course, and is doing many hours of preparation and reading in the child care field. Her work has been observed regularly, and her progress has been noteworthy.

Relationship to Course Work:

Candidate #2 is just in the process of being enrolled in the CDA training program. At the present time, plans are being formulated for her to begin work on the environment competency. She is interested in art for children, and she is setting up an art corner and developing plans for its use.

Through the Head Start Career Development Program, she is being enrolled in a general psychology course at Bristol Community College.

		Outcomes:		
Goal	Measurement & Remarks	Minimum	Basic	Advanced
To be responsible for a safe and healthy learning environment for the three year old classes	To keep the classroom in good order, and well arranged. To select and order equipment when needed, and care for present furnishings. To take care of health procedures in accordance with the nurses' directives.	To do these things only under the supervision of the center teacher and when asked by the supervisor or nurse.	To take charge of these goals seeking help often.	To become completely competent in dealing with these matters with only the help that an assistant teacher might require.
To advance physical and intellectual competence of the three year old classes.	To use a variety of techniques for advancing personal and children's language development. For example: leading classroom discussions, reporting in seminars and in-service meetings et al. To become more proficient in presenting materials to extend children's knowledge. (This is in relation to long-range planning.)	To introduce and plan new activities only as suggested by supervisors	To do the bulk of planning with the staff assigned to the three-year-olds, and selecting what is appropriate.	To independently develop plans specifically tailored for the understandings of assigned classes.
To build positive self-concept and individual strength.	To be able to assess special needs and how to deal with them. (This is a particular desire expressed by the candidate).	To keep supervisor informed of any unusual circumstance occurring in the classroom.	To employ techniques to relieve prolems of various children.	To be able to manage individual problems of children and the ability to be able to know when to seek additional professional guidance.

Goal	Measurement & Remarks	Outcomes:		
		Minimum	Basic	Advanced
To maintain positive functioning of children and adults in a group environment.	To create a suitable atmosphere of acceptance with reasonable limits of behavior and procedure.	To understand and carry out regulations concerning the operation of the center.	To foster a pleasant and workable environment.	To be responsible for the planning and sustaining of fine working relationships of the entire group.
Coordination of home & center child rearing practices and expectations.	To maintain a free flow of information and cooperation between center and home.	To inform parents of immediate plans, dates, notices & health procedures,	To take an interest and build friendships with the children's families.	To be an understanding and helpful person building cooperation between center and home.
To carry out supplementary responsibilities related to the children's programs.	To see overall picture of what a child development center can be, and how to carry out the various responsibilities to make it function effectively.	To realize that each center has additional responsibilities other than classroom activities.	To take part in reporting and evaluating program and students.	To be competent in handling entire responsibility for a center in the absence of the teacher. To be appointed a full assistant teacher and to be awarded her C.D.A. credentials.

Tentative Plan for Candidate #2

Goal	Measurement & Remarks	Outcomes: Minimum	Basic	Advanced
To interest the candidate in being fully involved in the C.D.A. Program.	To prepare and carry out assignments given by the C.D.A. supervisors.	To complete assigned tasks.	To start to develop interest in carrying out additional readings and initiating improvements in her assigned center responsibilities.	To complete present course in C.D.A. by June, and to begin to assess what her future plans will be.
To assess the capabilities of the candidate.	To evaluate the responsibilities carried out by the candidate in accordance to her job description as a junior teacher aide. To tailor a program to fit candidate's needs with the cooperation of the C.D.A. and H.S. administrations.	To be determined when observations have been made and the candidate's assessment completed.		
To support her effort in the career development of the H.S. Program.	To observe her attendance and completion of assignments related to the general psychology course he has signed up to take.	To complete assignments.	To increase her interest in child development and have her participation at the center become more involved.	To satisfactorily complete the course and to apply learnings to her Head Start job assignment.

COMPETENCY E: TO OBSERVE TEACHING INCIDENTS AS OBJECTIVELY AS POSSIBLE

Who, what, when, where and how. These basic facts comprise an objective observation. An objective observer will observe and record these facts, an objectionable observer will "fill in" with his own inferences.

One of the major goals of the CDA program is that the candidate should develop the ability to take responsibility for evaluating her own progress. Each candidate is encouraged to develop a technique that is best suited to herself and to realize that there is no right way to perform any of the competencies. In order for the candidate to develop in this way the trainer must provide some feedback that is free from unnecessary inferences. Candidates need to be able to explain the why behind the who, when, what, where and how. After all, it's their performance—and who should know better what their reasoning is?

Sharing is an essential part of learning through observations. After the observations have been made, sharing the observer's facts and the candidate's why's is the next logical step. During this sharing conference there can be opportunity for the trainer and candidate to notice any progress and to check the congruency of the candidate's goals with her behavior.

There are different methods of observation. No way is the best for all situations. Each has its own advantages and disadvantages. A trainer and candidate should together decide on a method that would suit them both. Methods could fall into 3 basic categories; personal observation, personal observation with some mechanical aids, and mechanical observation.

Personal observation would rely on the trainer's ability to cope with multiple input and record it objectively. It needn't be all that devestatingly complicated. If a single behavior is to be observed a trainee need only focus her attention in this area. This can be accomplished in a time sample type of observation where the observer notes everything that happened and all conversation can be recorded verbatum. Then, when reviewing the observation the candidate and the trainer can expand on relevant observations. This can be done at any time.

Checklists and field observation forms have been devised to help an observer focus her attention. These devises have been designed to help the trainer observe behaviors that have been chosen and not to have to write extensively on areas not to be discussed. Checklists are drawn up before the observation and both candidate and trainer can have input into what behaviors should be included on the list.

Some trainers might find that a tape recorder is helpful, enabling the trainer to observe and record actions and not worry about catching conversations verbatum. This category requires more preparation because of the involvement of materials and equipment and the opportunities to observe may not be as spontaneous as in the personal methods. But some pressure and extra work can be alleviated with these aids.

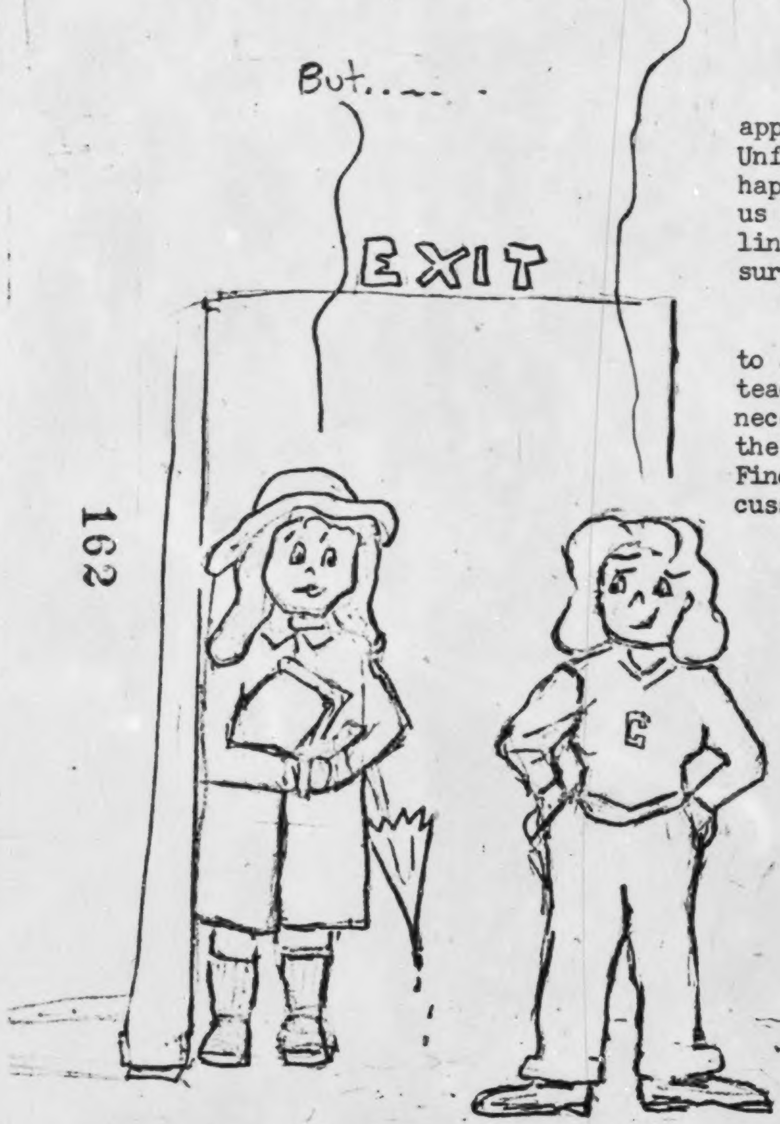
An example of a total mechanical observation method would be a videotape setup. It can be set up in a room and the observer need only to focus the lens and adjust the microphone. It's recordings are the most accurate and objective. Human memories tend to fade and can miss some behaviors but videotapes can be saved and the same exact performance can be repeated as often as necessary. The ability to stop action and repeat it is invaluable.

The videotape may seem to be ideal but it does have it's drawbacks. It is very expensive and not often available. Someone is required to know how to set it up and operate it (although this is actually not very difficult). Some are portable but cumbersome and spontaneity is inhibited, thus it has an affect on those being taped. If the candidate and the children cannot adjust to it, the very accurate observations made will be invalid. Finally, care must be taken in the manner in which the videotape is viewed by the candidate. The atmosphere must be safe and supportive, so that the candidate can concentrate on positive aspects and positive changes rather than becoming overwhelmed by her faults.

As mentioned before, there is no one right way to make an objective observation. The candidate and the trainer should discuss the methods, their pros and cons, and maybe even experience each category before zeroing in on one particular method. The important goal is to allow the candidate to form his own operational techniques to coordinate with his own rationale for teaching and to aid him in evaluating his own goals and behaviors.

COMPETENCY F: TO PLAN AND CARRY OUT EFFECTIVE CONFERENCES:

"Oh! I thought we were going to talk on Monday...
I didn't bring my notes today and I have to go home early."

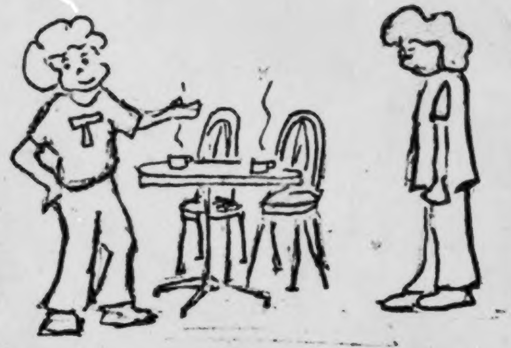


All trainers are probably guilty of missing an occasional appointment with their candidates at some time or other. Unfortunately, a small measure of trust is lost each time this happens. The look on the candidate's face is enough to remind us how important reliable and predictable behavior is. Scheduling regular conferences really does help reduce the waste of surprise "attacks" known to most student teachers.

The candidate and trainer should reach some agreement as to an appropriate time and place, and then stick to it. Coteachers should be consulted if any change in scheduling is necessary. Nap-time or after school hours usually provides the most uninterrupted blocks of time for preschool teachers. Finding a quiet corner where confidential matters can be discussed in privacy is also easier at these times.

"Have a cup of coffee. You look exhausted."

A Comfortable, non-threatening atmosphere will help reduce uncertainty the candidate might feel in a conference situation. With stress reduced, thoughts and observations can be discussed in a relaxed but purposeful manner.



A skilled trainer should know how to put the candidate at ease but should also know how to keep discussions focused. An enthused listener can easily become an abused listener. Personal problems often surface when the trainer is a trusted listener.

Keeping on the track is easier if an agenda can be agreed upon. This can be informally prepared in the previous conference and then reviewed before starting a new discussion. It makes sense to begin each agenda with the candidate's most pressing issue of the day. If on-site observation has been part of the visit, this information should be shared as soon as possible. A balance between past, present and future issues should be achieved so that training can move forward.

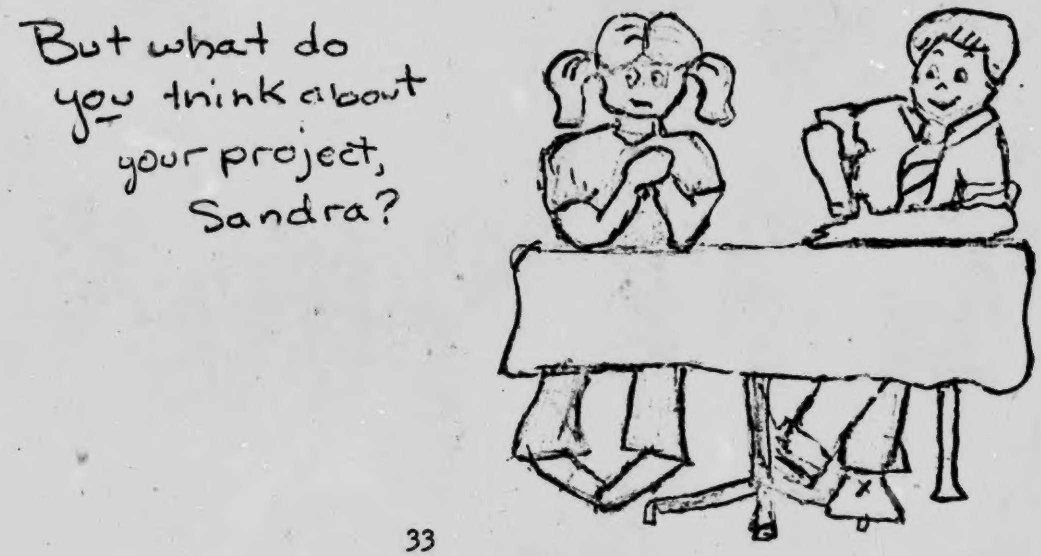
A typical conference could deal with 2 or three of the following discussion points:

- Albert's accident on the climber
- Today's videotape
- Course assignments
- Discussion of a Demonstration
- Discussion of a Functional Area and/or training materials related to one area
- Plan for next week's meeting

Try not to overwhelm the candidate with too many issues. Take the candidate's ideas and build on this first. Try to focus on a few simple points that seem to tie a competency area together. Write a summary of your discussion.

It is hoped that the candidate will learn to take responsibility for her own learning. This is the unstated goal of CDA training. Problem solving and self evaluation are important ingredients in the "learning to learn" process. Giving handy answers and easy solutions to problems may create an unwanted dependency on the trainer.

This is at times frustrating to both candidate and trainer! Asking questions to stimulate productive ideas is one strategy for getting the candidates to think on their own. Supplying resources which present a variety of opinions is another. Everyone needs to be reminded that there is more than one way to get the job done... and there is usually no right way!


But what do you think about your project, Sandra?

COMPETENCY G: TO ASSIST THE CANDIDATE IN DEVELOPING A PORTFOLIO

The term portfolio has been used in the CDA literature referring to the collections the candidates make to reflect their competency. At times this procedure has been compared to an artist's portfolio.

> "The idea can be somewhat compared to the kind of portfolio which an artist puts together to show the kind of work that he or she has completed over a period of time."

This analogy has been accepted by both trainees and trainers. Upon closer inspection, however, one becomes aware of a basic difference. For example, an artist's portfolio may often be completed almost entirely by one individual as a show case for his particular skills. On the other hand, a CDA candidate must consider several other individuals in addition to herself in any preparation of materials. This difference needs to be understood at the onset, and a candidate must be quite aware of the involvement of many, in her preparation for a portfolio of worth and suitability. This endeavor is certainly not a solitary venture, and so it naturally becomes much more complicated in procedure than just the demonstration of particular skills producting an end product.

Candidates for CDA are often persons who have little experience with independent study projects, and they require added direction in understanding and preparing assessment portfolios. The trainer has an obligation to explain fully the importance of the portfolio, and to keep an attitude of friendly, concerned interest in the candidate's progress in the portfolio preparation.

When persons are first introduced to the CDA training program, the various competencies, functional areas, and personal capacities are almost incomprehensible. To be truly effective in preparing a portfolio, one should proceed almost immediately, and yet there is a reluctance among the candidates due to a lack of procedural skills.

Since the six competencies are sub-divided into thirteen functional areas, a method for organizing materials to suit this outline is necessary. Large folders, sub-divided binders or any novel method enjoyed and devised by the candidate is acceptable. At the outset of the training period it is good to set up such a filing system in order to save meaningful materials. While it is not the intent to develop a scrapbook, it is easier to eliminate than to find proper samples in a limited, pressured time slot.

In order to make the collection have value, it is nice to have a way of typing the areas together with a similar item carried in each of the areas. For example, a statement or picture suitable for each area might be prepared, and thus the importance of seeing the total base of competencies is understood by the candidate. This also insures that the candidate will not develop one area to the neglect of another, since the strengths and weaknesses are ever apparent as he or she works with it.

Whenever the candidate is involved in a project that receives publicity or when an item is prepared for communication between the candidate and a child, parent, or group, it is wise to save a copy for the candidate's portfolio. It is surprising how often these activities occur, and are often passed by without notice, and are impossible to remember or collect at a later date. Such items as newspaper clippings, parent information letters, workshop hand-outs, observations, home visit reports are just a few suitable things to add to a portfolio.

The trainer is responsible to help the candidate relate items to the proper competency. At times an item will relate to more than one competency, but under no circumstance should anything be added that does not fit into a competency. This is a way of judging what is suitable and what might best be eliminated.

Whenever the candidate has contact with a person who can judge his or her work, and can evaluate growth in skill, it is wise to ask such a person to write a statement to this effect. Proof by responsible persons (such as medical, social service, educators et al) is an asset in the validity and accountability of the candidate's work.

A portfolio can be a fine learning experience and can impart a feeling of accomplishment, if it is prepared with understanding and with the leisure that a creative project requires.

PART IV: WHEN TRAINING IS COMPLETED

FINAL ASSESSMENT PROCEDURE

Once the trainer and the candidate have worked in all the competency areas and the candidate feels she is competent and wishes to be assessed she applies to the Consortium to be assessed.

There will be a 4-member team including:

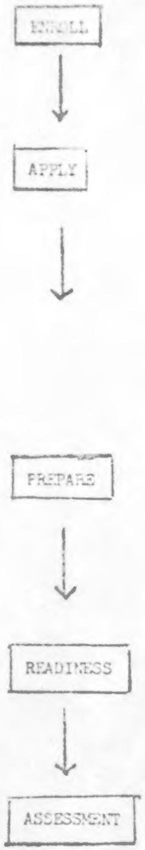
1. the candidate
2. the trainer who knows the candidate's day-to-day work, has supervised at the candidate's field site, and is familiar with local preschool programs
3. the parent-community representative who shares the viewpoint of the community the candidate serves and is familiar with the field site
4. the specially trained Consortium CDA representative who is assigned to this Local Assessment Team by the CDA Consortium.

Each member of team will gather data surrounding the candidate's "ability to do" in the 13 functional areas. The candidate will present her portfolio of samples of her progress and achievements; the trainer will write a wide-ranging evaluation report; the parent-community representative will observe the candidate and poll the opinions of the parents of the children in the candidate's room; and the Consortium representative will observe the candidate and hold a follow-up interview with her.

All data is studied by each team member and discussed in relationship to the candidate's ability in each of the 13 functional areas and overall ability to care for a group of young children. Together the team will decide whether or not a candidate should be recommended for a CDA credential.

When the candidate applies for assessment she will be sent much information that clearly defines the responsibilities of each team member. It is her responsibility to disseminate this information to the trainer and the parent-community representative.

FINAL ASSESSMENT FOR CDA



→ Send in red-and-white Enrollment Form to CDA Consortium.

Receive application.

Fill out application form with information on:
- Training: Send in college transcripts.
- When you want to be assessed (give 3 possible months).
- Where. Name of center.
- Number of children in your group.
- Center Director and Fellow Worker's signatures.
- Trainer and Parent/Community Rep's signatures.

→ Send in form with $5.00 fee.

Receive Candidate, Trainer, Parent Rep packets.

Candidate completes and up-dates portfolio.

Parent/Community Representative gives out questionnaires to parents, observes in center, summarizes questionnaires.

Trainer helps candidate complete portfolio, helps work on areas not thoroughly dealt with in training, completes trainer's report.

→ Send in readiness forms signed by each member of team, indicating that his/her section is complete, with $15.00 fee.

CDA Consortium Rep calls to arrange time for LAT meeting.

Observation by CDA Consortium Rep. Conference with CDAC Rep. Local Assessment Team (LAT) meeting to share information. Decision made at meeting: Competent to receive CDA Credential, or needs more training.

Trainer's role in assessment: some personal experiences.

Overall preparation for the LAT.

The Fall River pilot program had the privilege of seeing the assessment procedures being field tested, and noting the evaluation and further development of these procedures. The outcomes were well worth the effort involved, and along with these experiences came a bit of "know now". One often looks back on an initial experience with a feeling "if only I could do it over, with what I know now". The experience of field testing provides one this precise opportunity.

The trainer's role is an important one. In most casis—the candidate hasn't had a great deal of formal schooling and has some apprehension about the assessment. To relieve these feelings is helpful. Perhaps one of the better ways to do this is to make it a cooperative venture. Often the candidate has little control over the total environment and yet the CDA Consortium representative is influenced by what he or she sees and observes in the entire center. Giving the candidate a chance to outline how she would like things to operate, and doing all one can to make the environment and staffing patterns suit the particular needs for the day of observation is a helpful as well as necessary arrangement. One cannot work at an effective level unless the surroundings are comfortable and without unnecessary stress or tension. For example, if the candidate is accustomed to working with favorite pieces of equipment, or enjoys using certain areas of the center, it is important the trainer see that these choices are available to her.

An assessment procedure differs from the ordinary testing method since it involves many persons and a group of children. A trainer must realize the potential for the unexpected and the complexity such arrangements have. To go over lesson plans carefully and to foresee possible scheduling conflicts or problems is a part of the trainer's role.

The Consortium representative's observation and conference.

When the Consortium representative arrives at the center, it is sensible to care for his or her needs. Remember this individual has usually traveled a good distance to be on hand, and is unfamiliar with the surroundings. If for example, parking or arrangements for dining are difficult for a stranger, it is a nice gesture to provide some help along these lines. Just as one wants the candidate to be confident and at ease, one wants the observer to be comfortable and free from unnecessary concerns. If a brief description of the group of children, the set-up of the building or school would make the observation easier, it is good to have this information available. Often such an understanding avoids troublesome questions or misunderstandings of why certain procedures are used.

The analogy of preparing the candidate for assessment to that of the training of an athlete for his competitive ventures is somewhat valid. An off day is harmful to a career, and to one's self esteem. If the trainer can foresee the kinds of things that make the candidate nervous or perform below the usual operating level, it is best to avoid these obvious pitfalls. While it isn't fair or desirable to make the situation unnatural, it isn't fair to make the situation unusually severe or unrewarding. Think through the arrangements making the appointment times selected sensible ones. The candidate has control over these things and should use this perogative with care. It doesn't make sense to select a time when for example, the candidate is going through a period of family problems or illness. The Consortium does what it can to make the procedure valid, and the trainer should help the candidate use these built in advantages.

When the observation is completed, the trainer should provide a suitable meeting place for the Consortium representative and the candidate to have a conference. It goes without saying the place should be comfortable and a spot free of interruptions. This interview is used to secure information about the thoughts and understandings of the candidate, and once again both participants need a good environment.

The LAT meeting.

The LAT meeting is the final phase of the assessment. It is here that all the facts are in and the decision of competency is made. The trainer may bring just the material she has prepared by her observations, so once again it is essential the tasks are completed with care.

It would appear unnecessary to state, but the materials in a portfolio could be addressed to the LAT. It is surprising how many documents are included in portfolios with "To Whom It May Concern", which lacks potency in most person's minds.

An observation to have validity for the assessment procedure needs to illustrate the candidate's competency. To relate the facets of the observation to a particular functional area makes the work of the Consortium Representative much easier. For examples of this:

> If the candidate was observed conducting a transition of children from one area to another in an orderly manner to avoid accidents—this could be commented on in a summary as a part of the functional area of safety.
>
> Suppose the candidate had explained a new word to a child, this might be picked out of the observation and related to the functional area of language development.
>
> When a parent stops to chat and information is given concerning a parent meeting — this could be related to the home-center functional area.

It is surprising how easy this is to do, and yet this makes the trainer's observation usable and gives it impact for the Consortium representative.

IAT meetings last from three to six hours, so physical room arrangements, food, and general care for all four members are important considerations. To avoid over-long meetings, it is suggested that the candidate, trainer, and parent representative share their materials prior to the meeting. This avoids persons having to wait an unnecessary time while each reads the materials. During the time the Consortium representative is becoming familiar with the candidate's portfolio and the team members observations, is a good time for the other team members to prepare their thoughts and statements concerning each functional area. To note the strengths and weaknesses in the Consortium representative's report is helpful. Often one can think of examples to strengthen weak areas, since the trainer and the parent representative have known the candidate for a long period of time and have a wealth of recollections to call upon in preparing statements.

It is necessary to document the voting on competency on a tape recorder, and perhaps it is wise to familiarize the members of the IAT with the procedure. A trial run with this instrument surely would help, and should not be considered unfair since the Consortium representative is well trained in this area. A tape recorder might be quite traumatic to a member of the team if he or she has never had an opportunity to use one. Nearly every individual can remember the blanking of one's mind that can accompany "a mike" stuck unexpectedly in one's face. A bit of practice making summary statements about various functional areas would prove helpful.

Also the tasks of timing the discussions, writing the profile, and reading the competencies aloud, in addition to having a chairperson are tasks assigned at the meeting. A description of these tasks before the meeting may relieve much anxiety. It is not wise to embarass a person if she is inexperienced at reading or writing skills. A practice run cannot be over-emphasized to help prepare and give confidence to the team.

This brings up the point of the selection of the parent representative. This person's input is of tremendous importance since he or she represents all the parents of the candidate's children. This post is not just a formality, but rather her or she is a powerful member of the IAT. The Consortium representative leans heavily on this person's judgement and responses. As a trainer one should guide the candidate in selecting a qualified person for this post. Of course the qualifications are spelled out, but in addition this person needs to be able in speaking skills, and one who is alert to what capabilities are essential in a preschool worker in order to be competent in the development of children. This person is required to spend much time and energy in completing the assignments, and needs to be made aware of the responsibilities so she can be cooperative.

Despite all these comments, the procedure is interesting and generally a "fun thing". It is a culmination of months of preparation, and to see a candidate develop to the point he or she is awarded this credential is rewarding indeed.